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ABSTRACT

This survey is based on interviews with a nationally representative sample of 1,208 teachers, including an oversample of minority teachers in the nation's public schools. Over 2,700 school children in grades 4 through 12 were also interviewed, allowing for a comparison of teachers' and students' perceptions. The focus of the survey is on how teachers and students view their schools, the learning process, and one another. The survey also pinpoints key trends in the teaching profession, including changes in teachers' salaries, morale, and job satisfaction. In addition, the survey identifies ways to increase the number of minority teachers in the profession. Appendixes present the survey methodology, index construction, and questionnaires. (JD)

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The Metropolitan Life Survey of

THE AMERICAN TEACHER 1988

Strengthening the Relationship Between Teachers and Students

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SURVEYS IN THIS SERIES

The present report is part of a series of surveys, representing a sustained program of research that will bring teachers' opinions to the attention of the American public and policymakers.

First in the series is *The Metropolitan Life Survey of the American Teacher*, released in 1984. It measures and analyzes teachers' attitudes about educational reform. It reveals just how much teachers themselves are open to change and willing to be an integral part of the process of reform itself.

The second in the series is *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession*. It examines teachers' own agenda for educational reform. It reports what classroom teachers across the nation think is necessary to strengthen the teaching profession and to attract and retain good teachers.

Also conducted in 1985 was *The Metropolitan Life Survey of Former Teachers in America*, released in 1986. That report is based on a survey of former teachers — the first such survey nationwide — whose content parallels the 1985 survey of current teachers. It measures and compares the views of those who have left the teaching profession to work in some other occupation.

Next in the series is *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession*. That survey explores the structure of the teaching profession and ways to restructure the profession in the future. The 1986 project surveys virtually every level of educational leadership across the country. It reports the views of individual classroom teachers, of school principals and district superintendents, of state legislators, commissioners of education, and governors' aides who deal with education, and of teacher union officers and college deans of education. The survey offers a comprehensive perspective — from the ground up — of the issues facing the teaching profession today, and of specific reforms that generate consensus or disagreement.

The series also includes several reports on individual states — two surveys of California teachers and one of New York teachers — whose questions parallel the 1984 and 1985 nationwide studies.

Next in the series is *The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School*, has been conducted using the same general methodology as in previous years so as to facilitate the charting of trends over time. It expands the scope of the series to include the views of parents of America's school-aged children.

The latest in the series, *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students*, surveys the school environment, the student-teacher relationship, and the teaching and learning processes. It expands the scope of the series to include the views of students in grades four through twelve. An additional focus in this survey was minority teachers' satisfaction with teaching and the ways to increase their participation in the teaching profession.

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1988

Strengthening the Relationship Between Teachers and Students

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

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INTRODUCTION

This is the latest in a series of surveys sponsored by Metropolitan Life that focus on the opinions and experiences of the American teacher. These surveys represent a sustained program of research designed to bring teachers' opinions to the attention of the education community and the American public.

Strengthening the Relationship Between Teachers and Students

In 1987, *The Metropolitan Life Survey of the American Teacher* focused on strengthening the link between home and school. In prior years, the survey focused on such topics as the restructuring of the teaching profession, and teachers' agenda for educational reform. This year, the focus of the survey is on how teachers and students view their schools, the learning process and one another. From both students' and teachers' perspectives, we learn:

- How teachers and students view their relationship;
- How problems in the schools affect teachers' ability to teach and students' ability to learn;
- Teachers' and students' assessment of the things that go into making a good teacher; and
- What factors make for strong student motivation and achievement, and limit the impediments to learning.

As in past years, this year's survey also pinpoints key trends in the teaching profession, including changes in teachers' salaries, morale and job satisfaction.

In addition, the year's survey also identifies ways to increase the number of minority teachers in the profession which currently stands at 11%.*

Survey Method

This survey is based on interviews with a nationally representative sample of 1,208 teachers, including an oversample of minority teachers in the nation's public schools. For the first time in this series, over 2,700 school children in grades four through twelve were also interviewed, allowing for a comparison of teachers' and students' perceptions. The data were collected in April, May and June, 1988. A detailed survey methodology can be found in Appendix A of this report.

A Note on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers" from particular tables.

Public Release of Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Louis Genevie, Ph.D., Vice President. He worked under the overall supervision of Humphrey Taylor, President. Xiaoyan Zhao, Ph.D., Research Associate, contributed to all aspects of the project.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life, and Nancy Gaeta of Program Planners, Inc., in particular, played a key role in the design and analysis of the data. However, responsibility for the survey questions, the findings, and their interpretation rests solely with Louis Harris and Associates.

**Current Population Reports*, 1988, Bureau of Census.

A SUMMARY OF THE FINDINGS

TRENDS ALERT ON THE STATUS OF THE PROFESSION

Questions asked yearly and at various times in The Metropolitan Life Survey of the American Teacher series provide measures of key trends in the status of the teaching profession.

A Continued Upswing in the Morale of the Nation's Teaching Force

1. Confirming a trend we first identified in 1986, teacher morale has continued a promising upturn. The proportion of teachers saying they are very satisfied with their job increased ten percentage points during the last year.

- In 1988, 50% of all teachers say that they are very satisfied with teaching as a career, compared to 40% in 1987.
- The improvement in morale is most prominent among women and those with more than ten years of teaching experience.

Teachers' Salaries Increase Substantially

2. Teachers' salaries have increased substantially over the last three years.

- The proportion earning more than $30,000 a year from teaching has doubled over the last three years, from 13% in 1985 to 26% in 1988. At the same time, the proportion earning $20,000 or less has declined substantially from 42% in 1985 to 22% in 1988.

Less Experienced Teachers More Likely to Say That They Will Leave the Profession

3. Despite those increases in salary and morale, the proportion of teachers with less than five years of experience who say that they are likely to leave the profession is higher in 1988 than it was one year ago.

- In 1987, only 20% of those with less than five years of teaching experience said that they were likely to leave teaching, compared to 34% — more than one out of three — in 1988.

Teachers Report Fewer Students Have Problems With Basic Skills

4. Teachers report a substantial decline in problems with students who lack basic skills.

In 1985, 30% of teachers said that students lacking basic skills was a very serious problem, compared to 16% in 1988.

THE STATUS OF MINORITY TEACHERS

A Potentially High Rate of Attrition Among Black and Hispanic Teachers

1. Black and Hispanic teachers who currently number about 11% of all teachers are far more likely than non-minorities to say that they will leave the profession.

- Overall, 40% of the minority teachers say they are likely to leave teaching over the next five years compared to 25% of the non-minority teachers.
  - Almost three out of four of the dissatisfied minority teachers say they are likely to leave, compared to about half of the dissatisfied non-minority teachers.
  - Even among minorities who are very satisfied with their careers as teachers, more than one out of five say that they are likely to leave.
- Less experienced minority teachers are the most likely to say that they will leave. Fully 55% of minority teachers with less than five years of teaching experience say that they are likely to leave the profession.

Minority Teachers' Working Conditions and Perceptions of Their Colleagues

2. Among the possible reasons for this potentially high rate of attrition is the fact that teaching conditions for minorities are often more difficult than those experienced by non-minorities. Minorities are more likely than non-minorities to:

- Work in inner city schools (29% vs. 9%), where many students come from low income and minority families (56% vs. 20%); and to
- Report that drugs, dropouts, violence and teenage pregnancy are very serious problems in their schools.

3. Not surprisingly, given their teaching environment, minority teachers are more likely than non-minorities to say that educationally disadvantaged students can be helped a lot by changing various aspects of the school environment, such as:

- Having specified standards that students must reach before they can be promoted (83% vs. 73%);
- Establishing after school activities (71% vs. 65%); and
- Maintaining health and guidance counseling support (86% vs. 76%).

4. Minority teachers are more critical of their students and colleagues. More minority than non-minority teachers say that their colleagues:

- Have minimal expectations for teaching and learning (24% vs. 16%);
- Show little expertise and personal knowledge in lecture material (15% vs. 7%); and that they
- Go through the motions of presenting information (43% vs. 26%). Minority teachers are also less likely (26%) than non-minority teachers (42%) to say that student-teacher relationships at their schools are excellent.

5. Nevertheless, minority teachers' personal working conditions are just as positive as non-minorities. For example, minorities are just as likely to say that their colleagues have a love or passion for teaching, and that they exchange ideas, techniques and subject matter with their colleagues.

RECRUITING MORE MINORITY TEACHERS

1. Most (67%) minority teachers agree that increasing minority presence in the profession is very important.

- However, only 25% of the non-minority teachers think that recruiting more minority teachers is very important.

2. Among those who think it is important to increase the number of Black and Hispanic teachers, majorities feel that the following strategies would be helpful:

- Encouraging minority college students to consider teaching as a career (65%);
- Providing financial incentive for minority students who want to become teachers (66%);
- Involving minority students by encouraging them to become tutors (62%); and
- Expanding recruitment programs to high schools (53%).

In all instances, minority teachers support these programs much more strongly than non-minority teachers.

HOW TEACHERS AND STUDENTS VIEW THEIR SCHOOLS, THE LEARNING PROCESS AND ONE ANOTHER

How teachers and students view their schools, the learning process and one another comprise the main topics of this year's survey, the key findings of which are presented below.

Teachers' and Students' Perceptions of One Another

1. **Teachers' commitment to students extends beyond the classroom.**

- The majority (70%) of teachers discuss personal interests or hobbies, current events and personal problems with their students outside the classroom.

2. **Despite sometimes difficult circumstances, most teachers are able to maintain informal contact with their students.**

- Even when there are many serious problems in the school, teachers discuss current events and other topics of interest to students outside of class and strive to give their students individual attention.
- Informal contact with students is highest among minority teachers and those teaching in inner city schools.

3. **Teachers and students agree that the relationship between them is positive.**

- The overwhelming majority of teachers say that their relationships with students are **very** cooperative (71%), respectful (68%), tolerant (68%), and **not at all** distant or strained (76% and 81%, respectively).
- Seventy percent of all students report that student-teacher relationships at their school are either "good" or "excellent."

4. **Strong, positive relationships between teachers and students affect positively the learning process.** When the relationship is positive:

- Teachers are more likely to be perceived as "excellent" teachers;
- Students listen more often in class; and
- Students' performance and enthusiasm for learning are higher.

5. **Most teachers' relationships with students improve over time.**

- Fifty-nine percent of all teachers report that their relationships with students improved during the time that they have been teaching. Only about one out of ten says that their relationships have become worse.

6. School problems take their toll on the relationship between teacher and student.

- Seventy-one percent of teachers who work in schools where problems are not serious said they had very positive relationships with their students, compared to only 47% who said that there were many serious problems in their schools.

Teachers' and Students' Perceptions of the School Environment

Problems in the schools, ranging from dropouts to drugs, can be major roadblocks that impede the learning process.

7. A comparison of responses from students and teachers suggests that violence, alcohol and drug use may be more pervasive than many teachers believe. The divergence between the number of teachers who define violence, drug use and drinking as very serious problems and the number of students engaged in these activities is most acute in high school.

- Forty-five percent of the high school teachers say that students drinking alcohol is a very serious problem. But fully 84% of the high school students say they know ten or more fellow students who drink alcohol.
- Only eighteen percent of the high school teachers say that other drug use is a very serious problem in their school. But 48% of the high school students say that they know ten or more fellow students who use drugs.
- Similarly, more than one out of four high school students (26%) say that they know at least ten students involved in violent incidents, whereas among high school teachers only 1% say that violence is a very serious problem in their school.

8. Teachers say that serious problems begin in junior high school.

- According to teachers, the number of students lacking basic skills and requiring constant discipline is greatest in junior high school.
- Furthermore, dropouts and teen pregnancies are almost as serious in junior high school as they are in high school. The number of violent incidents is even more serious in junior high than in high school.

Teachers' and Students' Perceptions of Students' Enthusiasm for Learning

9. The vast majority of students report that they really want to do as well as they can in school (92%). And the majority of teachers say that all or most of their students:

- Really want to do well in class (76%); and
- Feel enthusiastic about what they learn in school (58%).

10. However, school problems make it more difficult for students to be enthusiastic about school.

- Fifty percent of students who attend schools with few serious problems look forward to going to school, compared to 36% of those who attend schools with many serious problems.

11. School problems also make it more difficult for students to concentrate on learning.

- Forty-one percent of the students who attend schools with many serious problems listen only some or none of the time in their classes, compared to 28% who attend schools with few or no serious problems.

12. Parental involvement is important. A lack of interest on the part of parents is linked to both students' negative attitude toward attending school and their ability to concentrate on learning.

- Only 17% of those students whose parents discuss homework with them regularly say they really do not like going to school, compared to 33% of those whose parents rarely or never discuss homework.
- More than 40% of the students whose parents rarely speak to them about school do not pay attention a good deal of the time in class, compared to about 30% of children whose parents speak to them about school regularly.

What Students and Teachers Have to Say About Teaching and Learning

13. The majority of teachers and students agree that most teachers:

- Know their subjects well;
- Put effort into preparation;
- Make classes easy to understand;
- Show enthusiasm for the subjects that they teach; and
- Have the ability to control their classes.

14. Teachers are tougher in evaluating the performance of their colleagues than are students.

- When these five items were indexed in order to summarize teachers' performance, 53% of students said that all or many of their teachers met at least 4 of the 5 criteria, but only 20% of the teachers said that their colleagues were "excellent" on at least 4 of the 5 items.

15. Students are more likely to think teachers are "excellent" when they:

- Encourage individual participation and give students individual attention; and
- When they interact with them informally, and express personal interest in them.
  - Sixty-nine percent of the students whose teachers express personal interest in them evaluate their teachers as "excellent," compared to only 25% of those who feel that their teachers' level of personal interest in them is weak.

16. **Students in schools with many serious problems—drinking, drugs, teen pregnancies, and violent incidents—are less likely to say that their teachers are "excellent" (37%) than are students who attend schools with few or no serious problems (63%).**

17. **Both teachers and students report that considerable time in the classroom is not well spent.**

- Fully 40% of the teachers surveyed teach 75% or less of the time they spend with students in the classroom; 13% spend half the time or less teaching.
- Teachers say that students spend even less time listening. Only 36% of the teachers say that their students pay attention 76-100% of the time they are teaching. The majority of teachers feel that students are not paying attention most of the time, and 26% say that their students pay attention half of the time or less that they are teaching.

18. **Students essentially agree with teachers' assessment of how often they do not pay attention in class.**

- On average, only about one-third say that they listen almost all the time when their teacher is teaching. About one out of ten say that they listen almost none of the time.

19. **Excellence among students, say teachers, is rare across all subject areas, ranging from only 5% in the foreign languages to 18% in reading.**

- As grade level increases, teachers' evaluations of students' performance declines. For example, 72% of the elementary school teachers evaluate their students as having either "good" or "excellent" reading skills, compared to 58% of the high school teachers.

OBSERVATION: Both teachers' and students' performance is inhibited by a troubled school environment, while supportive parents and strong, positive relationships between teachers and students enhance it. When positive conditions exist, teachers are more likely to be perceived as "excellent," students listen more in class, are more enthusiastic about their education and perform better.

CHAPTER 1: TRENDS IN THE STATUS OF THE TEACHING PROFESSION

Teachers' Satisfaction

For the first time since measuring teachers' satisfaction in 1984, the number of teachers who say they are very satisfied with teaching as a career increased substantially. This year, half of all teachers report being satisfied with their jobs, up from 40% in 1987. Fifty percent say that they are very satisfied (Table 1-1).

Most of the increase in satisfaction occurred among female teachers (Table 1-2) who make up the majority of the profession. The increase in satisfaction is also centered among those with more than five years experience, a hopeful sign that the rate of attrition among more experienced teachers may be slowing. However, satisfaction among those with less than five years experience declined.

The level of satisfaction among minority and non-minority teachers is identical (Table 1-2), despite the fact that minority teachers are predisposed to say that they are more likely to leave teaching over the next five years.

Teachers' Salaries

Teachers' salaries have increased significantly during the last three years. In 1985, 42% of the teachers said that they earned $20,000 or less from teaching. By 1988, this figure declined to 22%. During the same time, the number of teachers who say that they make more than $30,000 a year from teaching rose from 13% to 26% (Table 1-3).

Those earning more than $30,000 a year tend to be:

- Men, as compared to women (37% vs. 21%);
- Those with twenty years or more of teaching experience (49% compared to 2% of those with less than ten years of teaching experience);
- Teachers in urban and suburban schools (44% suburban, 34% urban, compared to 7% of those in rural areas); and
- Union members (30% vs. 14%) (Table 1-4).

Income level, however, does not seem to affect the level of satisfaction among teachers. Teachers who make $20,000 or less express almost as much satisfaction in their careers as those making $30,000 a year or more.

OBSERVATION: **Although there are concurrent increases in teachers' salaries and teachers' morale, money is not necessarily the factor affecting teachers' satisfaction with teaching. As in most professions, satisfaction has as much to do with other aspects of the job, such as the degree of autonomy and working conditions as it does with salary.**

Teachers' Likelihood of Leaving the Profession

While teachers' satisfaction with their careers has increased during the last three years, the number of teachers who say that they are likely to leave the profession has not changed (26%). As shown in Table 1-6, there has been a dramatic increase in the number of teachers with less than five years' experience who say they are likely to leave. In 1987, 20% of those with less than five years of teaching experience said that they were likely to leave teaching, compared to 34% — more than one out of three — in 1988 (Table 1-6).

The largest difference found was between minority and non-minority teachers, with minorities being far more likely to say that they will leave (40%) than non-minorities (25%) (Table 1-6). As satisfaction decreases, both minorities and non-minorities are more likely to say that they will leave the profession. No matter what their level of satisfaction, however, minority teachers are more likely to say that they will leave the profession than non-minority teachers. Even among minorities who are very satisfied, more than one out of five (21%) say they are likely to leave; among those who are dissatisfied almost three out of four say that they are likely to do so (Table 1-7).

Less experienced minority teachers are most likely to say that they will leave. Fifty-five percent of minority teachers with less than five years experience say that they are likely to leave, compared to 31% of the less experienced non-minority teachers. Even among those with 10 to 19 years experience, the group least likely to leave overall, fully 30% of the minority teachers say that they are likely to leave over the next five years (Table 1-8).

Minority and Non-minority Teachers' Views of Working Conditions

Given these data, it is important to examine the teaching environment and working conditions of minority teachers in order to better understand why minority teachers are more likely to leave.

As shown by the data in Table 1-9, the teaching experience of minority teachers is equal to that of non-minorities. Minorities are, however, more likely to be teaching in inner city schools (29% vs. 9% of the non-minority teachers).

Given this fact, minority and non-minority teachers view their school environment very differently:

- Twenty-three percent of the minorities say that all or many of the teachers at their school are also minorities, compared to only 4% of the non-minorities (Table 1-10).
- More minorities teachers' students come from minority families (56% vs. 20%) and have below average incomes (58% vs. 36%) (Table 1-10).
- Minority teachers are also more likely to say that drop-outs, teenage pregnancies, drugs and violence are very serious problems in their schools (Table 1-10).

Minority teachers are also different from non-minorities with respect to their perceptions of their colleagues. Minorities are less likely to say that their colleagues feel isolated from other educators but also more likely to be critical of their colleagues, saying their colleagues:

- Have minimal expectations for teaching and learning;
- Show little expertise and personal knowledge in lecture material; .
- Go through the motions of presenting information.

They are almost as likely to say, however, that their colleagues have a love or passion for teaching, and equally likely to say that they exchange ideas, techniques and subject matter with colleagues (Table 1-11).

Teaching as they do in urban areas and inner cities where problems are more serious, minority teachers nonetheless view their personal working conditions no differently than non-minorities. The majority of both groups feel that there is a lack of parental support for developing positive student-teacher relationships. Most teachers also feel that at least some of their students are not interested in getting an education. Between 30% and 40% agree that they have so many non-educational responsibilities they don't have time to develop positive relationships with students and that their classes have become so mixed in terms of students' learning abilities that they can not teach effectively.

Only a small proportion of either group believe that schools have become just a place to earn a paycheck; that their school does not encourage strong relationships between students and teachers; and that they do not relate to some of their students because their backgrounds are so different from theirs (Table 1-12). In each of these instances, differences between minority and non-minority teachers are minor.

OBSERVATION: **These findings indicate that although minority teachers' personal working conditions are similar to those experienced by their non-minority counterparts, they tend to work in areas where student problems such as drop-outs and substance use are more acute. Perhaps for this reason, minority teachers are more likely to be critical of their colleagues, and less likely to stay in the teaching profession.**

Minority Teachers' Perceptions of Ways to Overcome Students' Educational Disadvantages

Given the fact that minority teachers tend to work in more problem ridden schools with the more disadvantaged students, the survey examined what minority and other teachers think should be done to help these students.

The majority of all teachers believe that educationally disadvantaged students can be helped by having specified standards that students must reach before they can be promoted and by allocating more money to schools with special problems (Table 1-13). Majorities also feel that establishing after school activities such as sports and arts, and maintaining support structures such as health and guidance counseling would help a lot.

In each of these instances, minority teachers are more likely than non-minorities to say that these changes would help students overcome educational disadvantages. In addition, most minority teachers also feel that developing before-and-after school educational programs and establishing specialized programs of schools for 10-14 year olds would help a lot, as would the establishment of magnet or regional schools with specialized curriculums.

Smaller proportions of teachers support holding principals and teachers more accountable to students who are failing (31%), assigning teachers a group of students for several years to provide continuity (30%), and allowing students to choose the school they want to attend (16%). In each of these instances minority teachers support these changes to a greater extent than non-minority teachers.

OBSERVATION: **The most important changes that teachers feel should be made to help disadvantaged students are environmental in nature, including more programs, activities, and other resources. The least important are interpersonal in nature and include holding teachers more accountable and giving students the freedom to choose their own school. Although minorities are more likely to say any of these changes would help, the rank order is almost identical for minorities and non-minorities.**

Ways to Increase the Number of Minority Teachers

Although the need to recruit more minority teachers may seem obvious to some, many teachers, especially non-minority teachers, do not agree. Most minority teachers (67%) say that increasing the number of minority teachers is very important, but only 25% of the non-minority teachers think so. Although teachers in general feel that increasing the number of minority teachers is at least somewhat important, fully 29% of the non-minority teachers do not think that it is important, compared to only 12% of the minorities (Table 1-14).

Among those who think it is important to increase the number of minority teachers, most feel the following would be helpful:

- Encouraging minority college students to consider teaching as a career (65%);
- Providing financial incentives for minority students who want to become teachers (66%);
- Involving minority students by encouraging them to become tutors (62%); and
- Expanding recruitment programs to high schools (53%).

The one strategy that is not supported by a majority is recruiting from other professions. Only 31% think that this would be effective. Even this strategy, however, is supported by most of the minority teachers (Table 1-15).

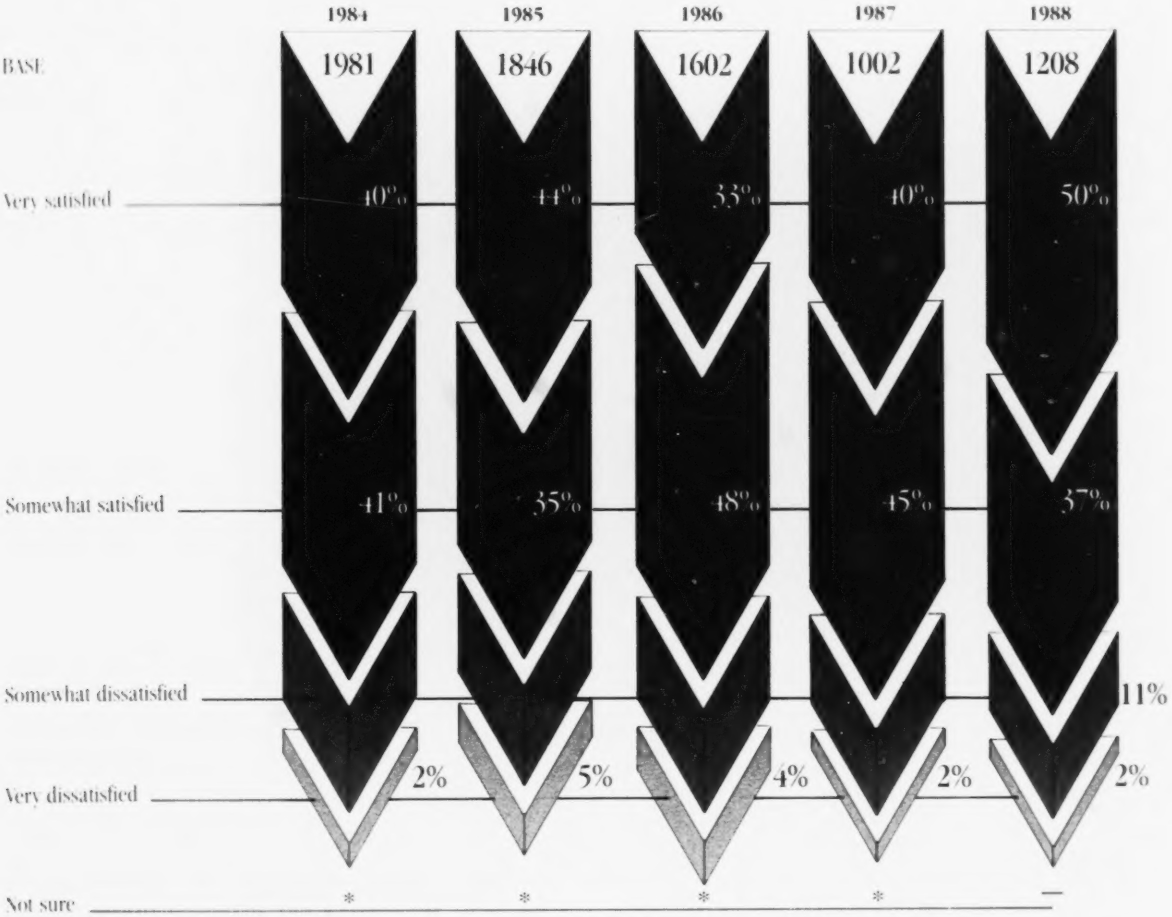
What Barriers Prevent More Minorities From Entering the Profession?

While minority and non-minority teachers are not in total agreement about the importance of, or the means to achieve greater minority representation in the profession, they do agree about what constitutes a barrier to minorities who wish to pursue teaching as a career. Fewer than half of minority and non-minority teachers say that too much competition from non-minority candidates is a barrier. Moreover, teachers do not believe that the lack of minority representation is rooted in a traditional reluctance on the part of minorities to enter the teaching profession. Most of the minority and non-minority teachers do feel, however, that not enough minorities are pursuing educational training which would qualify them to be licensed as teachers and that among those who do get an education, better career opportunities exist in other professions for minorities (Table 1-16).

Table 1-1

Trends in Satisfaction With Teaching as a Career[1] *(1984-1988)*

QUESTION: All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?



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*Less than 0.5%.

[1] Sources for the data on this table are as follows: *The Metropolitan Life Survey of the American Teacher. The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession. The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession. The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School,* and *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students.* All sources are surveys conducted for The Metropolitan Life Insurance Company by Louis Harris and Associates.

Table 1-2

Trends in the Demographic Profile of Those "Very Satisfied" With Teaching as a Profession (1987-1988)

QUESTION: **All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

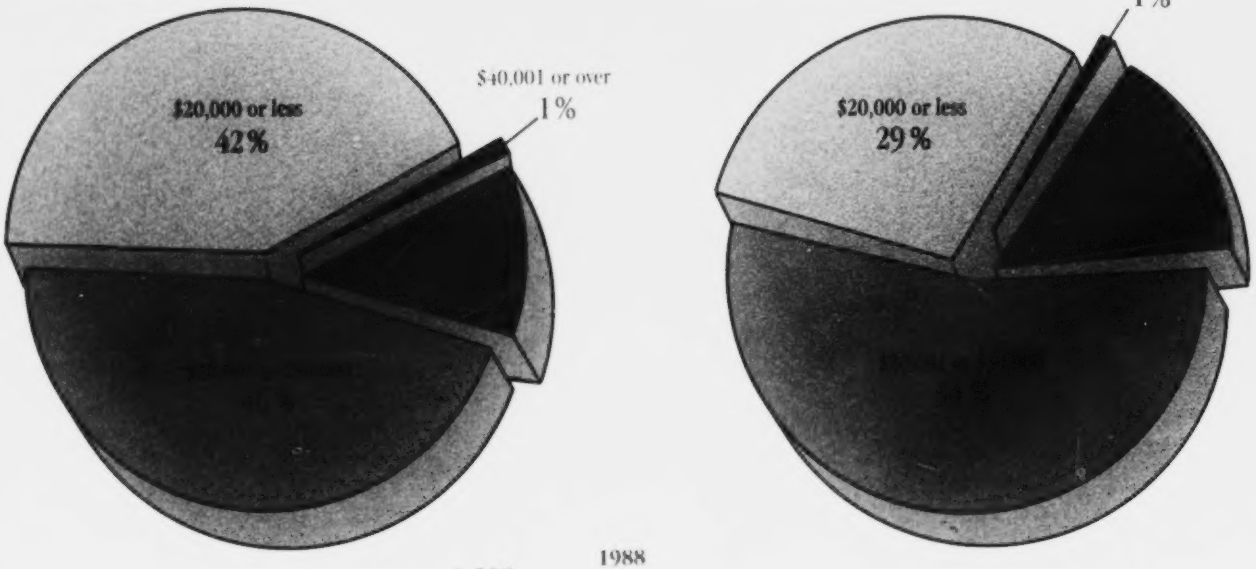
		%		%
	1,002	40	1208	50
	366	39	355	40
	636	41	853	55
	76	52	112	48
	154	45	191	49
	476	36	517	48
	296	42	386	55
	450	41	621	54
	247	39	298	44
	334	40	330	47
	113	34	174	45
	100	37	116	52
	248	40	260	49
	298	38	402	52
	242	48	252	51
	*	*	891	51
	*	*	308	51
	**	**	264	50
	**	**	617	49
	**	**	322	54

*Reliable data on minority teachers were not available until 1988.

**Income from teaching was not asked in 1987.

Table 1-3 *Teaching Income Before Taxes (1985-1988)**

QUESTION: **Which of the following income categories best describes the 1987 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

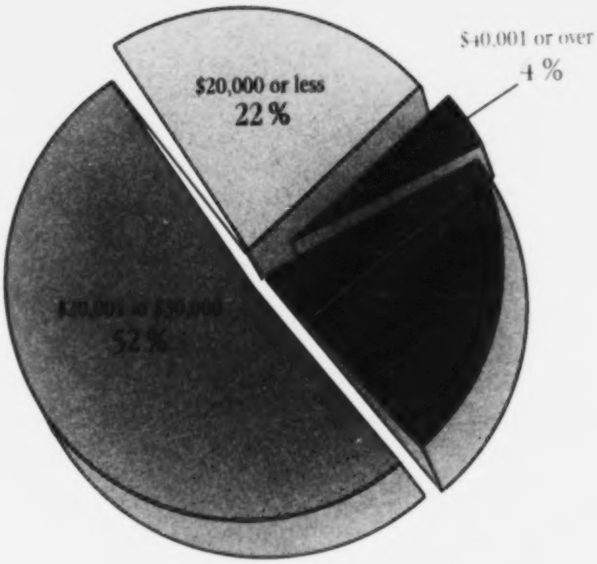


1985

BASE 1,846

1986

BASE 1,602



1988

BASE 1,208

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*Table title and column headings indicate publication dates of surveys, although data were based on previous year's incomes.

Table 1-4

Demographic Profile of Teachers by Income

QUESTION: **Which of the following income categories best describes the 1987 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

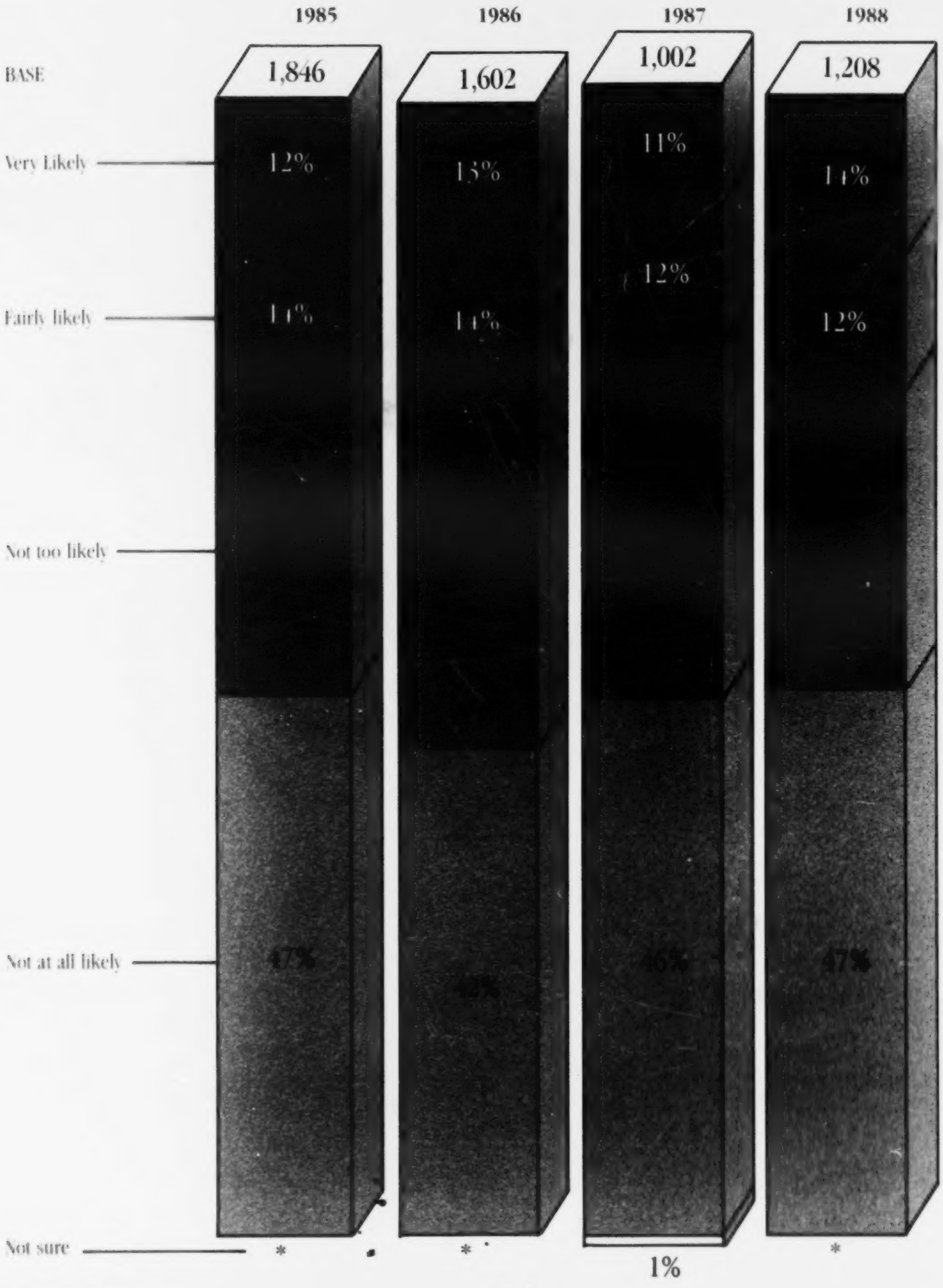
	[illegible]	$20,000 [illegible]	[illegible] to [illegible]	$30,001 to [illegible]	$40,001 [illegible]	NOT SURE/ [illegible]
		%	%	%	%	%
[illegible]	**1,208**	**22**	**52**	**22**	**4**	*
[illegible]	355	15	48	31	6	1
[illegible]	853	25	54	19	2	*
[illegible]	112	69	29	2	—	—
[illegible]	191	46	52	1	—	1
[illegible]	517	15	61	22	2	—
[illegible]	386	5	45	41	8	1
[illegible]	621	25	49	22	4	—
[illegible]	298	19	55	22	1	1
[illegible]	330	19	52	23	4	*
[illegible]	174	15	47	32	5	*
[illegible]	116	10	56	28	6	—
[illegible]	260	9	46	36	8	—
[illegible]	402	25	56	17	1	*
[illegible]	252	41	51	7	*	1
[illegible]	891	22	52	22	3	*
[illegible]	308	23	51	21	2	1
[illegible]	866	19	50	26	4	*
[illegible]	241	28	56	12	2	*

*Less than 0.5%.

Table 1-5

Trends in the Likelihood of Teachers Leaving the Profession (1985-1988)

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?**



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*Less than 0.5.

Table 1-6

Trends in the Demographic Profile of Those "Very Likely" or "Fairly Likely" to Leave the Teaching Profession (1987-1988)

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?**

		%		%
[illegible]	**1,002**	**23**	**1,208**	**26**
[illegible]	366	29	355	33
[illegible]	636	19	853	24
[illegible]	76	20	112	34
[illegible]	154	20	191	30
[illegible]	476	24	517	19
[illegible]	296	22	386	34
[illegible]	450	21	621	25
[illegible]	247	25	298	30
[illegible]	334	24	330	27
[illegible]	113	25	174	28
[illegible]	100	27	116	21
[illegible]	248	25	260	24
[illegible]	298	21	402	29
[illegible]	242	18	252	26
[illegible]	*	*	891	25
[illegible]	*	*	308	40
[illegible]	**	**	266	28
[illegible]	**	**	624	25
[illegible]	**	**	313	30

*Reliable data on minority teachers were not available until 1988

**Income from teaching was not asked in 1987

Table 1-7

Teachers' Ethnicity, Satisfaction With Teaching as a Career and Likelihood of Leaving the Profession

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?**

[illegible]	[illegible]	[illegible] LIKELY TO
		%
Total	1,208	26
[illegible]		
[illegible]	159	21
[illegible]	449	12
[illegible]	110	51
[illegible]	330	33
[illegible]	47	74
Somewhat/very dissatisfied non-minority	113	53

Table 1-8

Teachers' Ethnicity, Likelihood of Leaving the Profession and Teaching Experience

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?**

[illegible]	[illegible]	
	[illegible]	[illegible]
[illegible]	308	891
	%	%
[illegible]	41	25
[illegible]		
[illegible]	55	31
[illegible]	43	27
10-19 years	30	18
20 years or more	44	33

Table 1-9

Differences Between Minority and Non-Minority Teachers on Key Demographic Variables

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1,208 %	308 %	891 %
[illegible]			
[illegible]	30	23	31
[illegible]	70	77	69
[illegible]			
[illegible]	9	11	9
[illegible]	16	15	16
[illegible]	44	38	44
[illegible]	31	36	30
[illegible]			
[illegible]	51	54	51
[illegible]	25	23	25
[illegible]	28	26	28
[illegible]			
Inner city	11	29	9
Urban	9	12	8
Suburban	23	13	24
Small town	35	29	35
Rural	22	17	23

Table 1-10

*Minority and Non-Minority Teachers' Perceptions of the School Environment**

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1,208 %	308 %	891 %
[illegible]	16	21	15
[illegible]	38	58	36
[illegible]	24	56	20
[illegible]	6	23	4
[illegible]	40	26	42
[illegible]	(587)	(143)	(440)
[illegible]	9	16	8
[illegible]	12	23	10
[illegible]	33	26	34
[illegible]	14	21	13
[illegible]	4	7	3

*Questions used for this table are found in the teacher's questionnaire: Q 5, Q 20, Q 38, Q 39, Q 40.

Table 1-11

Minority and Non-Minority Teachers' Perceptions of Their Colleagues

QUESTION: **I'm going to read you a list of statements concerning teachers. Would you tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement about your colleagues at school?**

	[illegible]		
	[illegible]	[illegible]	[illegible]
[illegible]	1,208 %	308 %	891 %
[illegible]	16	24	16
[illegible]	36	26	38
[illegible]	88	88	89
[illegible]	79	71	80
[illegible]	93	90	94
They go [illegible]	28	43	26
They should [illegible] personal [illegible] material	8	15	7

Table 1-12 *A Comparison of the Working Conditions of Minority and Non-Minority Teachers*

QUESTION: **Please tell me if you agree or disagree with each of the following statements (READ EACH ITEM). Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?**

[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]
	1,208 %	308 %	891 %
[illegible]	23	19	24
[illegible]	39	39	39
[illegible]	10	15	9
[illegible]	13	9	13
[illegible]	65	64	64
[illegible]	40	33	40
[illegible]	76	70	76
[illegible]	40	43	40
Schools [illegible] earn a paycheck	10	15	10

Table 1-13

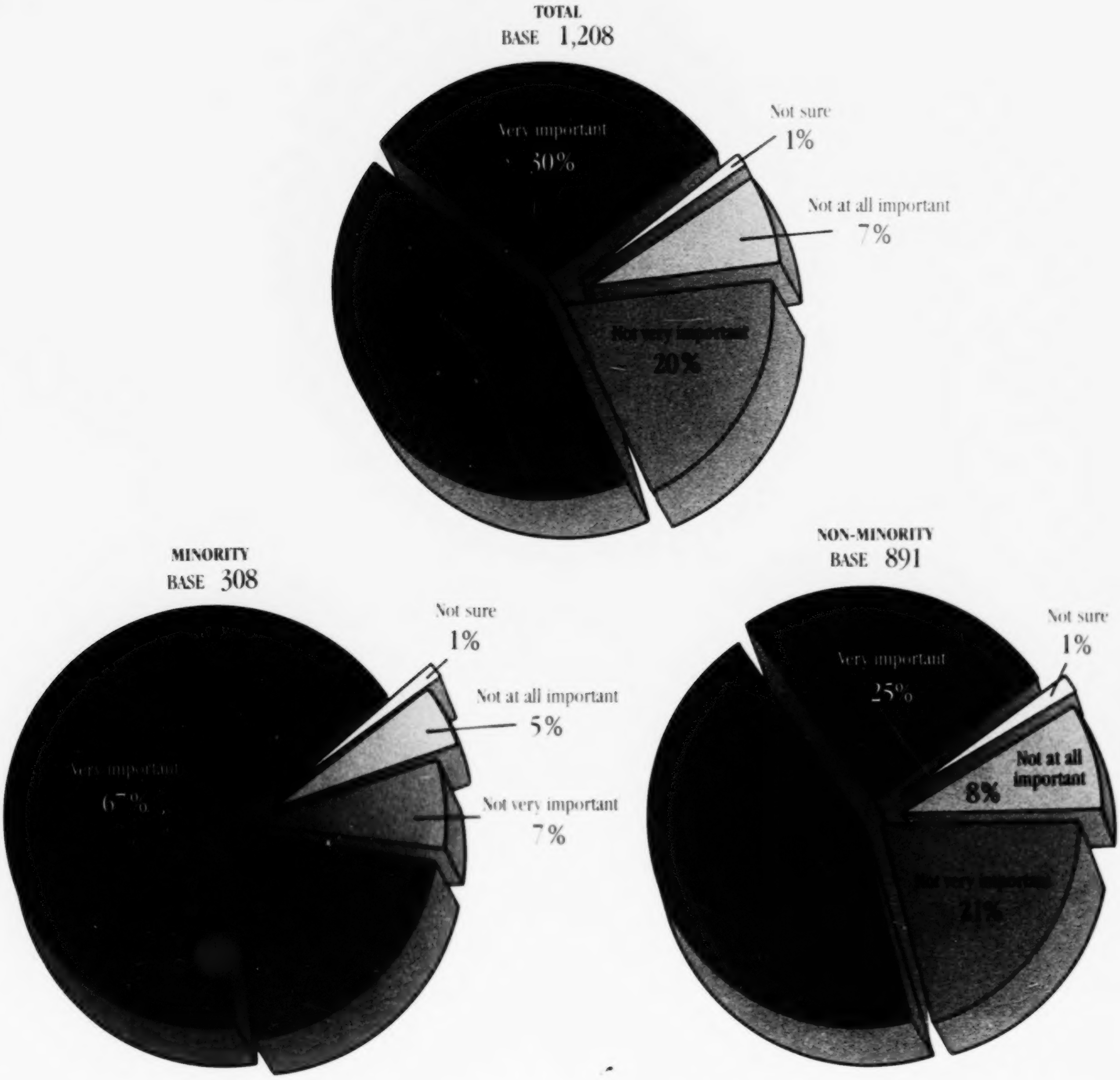
Minority and Non-Minority Teachers' Differences of Opinion on Ways to Overcome Students' Educational Disadvantages

QUESTION: **How helpful do you think each of the following would be in overcoming students' educational disadvantages? (READ EACH ITEM) Would it help a lot, help a little, or not help at all?**

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1208 %	308 %	891 %
[illegible]	16	24	15
[illegible]	77	86	76
[illegible]	66	71	65
[illegible]	30	46	28
[illegible]	44	60	42
[illegible]	74	83	73
[illegible]	31	41	30
[illegible]	61	77	59
[illegible]	48	70	45
[illegible]	44	64	41

Table 1-14 *Minority and Non-Minority Teachers' Opinions on the Importance of Increasing the Number of Minority Teachers*

QUESTION: **Less than 10%* of the nation's school teachers are minorities. In your opinion, how important is it to increase the number of minority teachers? Is it very important, somewhat important, not very important, or not at all important?**



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*11% according to *Current Population Reports*, 1988, Bureau of Census.

Table 1-15

Minority and Non-Minority Teachers' Ratings of Various Methods of Increasing the Number of Minority Teachers

QUESTION: **How helpful do you think each of the following would be in increasing the number of minority teachers? (READ EACH ITEM) Would it help a lot, help a little, or not help at all?**

BASE: Those who say it is very/somewhat important to increase minority teachers

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	903 %	274 %	622 %
[illegible]	65	80	62
[illegible]	66	84	63
[illegible]	62	76	59
[illegible]	53	75	49
Recruiting from other professions	31	53	28

Table 1-16

Minority and Non-Minority Teachers' Perceptions of Minorities' Barriers to Entering Teaching

QUESTION: **The following is a list of statements concerning minorities and teaching. (READ EACH ITEM) Do you think that is a major barrier, a minor barrier, or not a barrier at all in keeping minorities from pursuing teaching careers?**

BASE: Those who say it is very somewhat important to increase minority teachers

[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]
[illegible]	903	274	622
	%	%	%
[illegible]	25	32	24
[illegible]	55	62	54
[illegible]	61	56	62
[illegible]	25	36	23

CHAPTER 2: TEACHERS' AND STUDENTS' PERCEPTIONS OF THE SCHOOL ENVIRONMENT

They are usually referred to as "school" problems — dropouts, teen pregnancies, drinking and drug use, violence, and the need for constant discipline. They are problems faced by our society generally and mirrored in the children who attend our schools. The sources of these difficulties are many and complex. But whatever their source, the teaching and learning process takes place in a very special context that includes these problems: the school.

Administrative Support

According to teachers, administrative support in many schools leaves much to be desired. Seventy-nine percent of all teachers agree that they feel frustrated with administrative practices. Thirty-seven percent strongly agree with that perception; only 10% strongly disagree (Table 2-1).

Part of the reason for this high level of frustration may be the fact that teachers say they are too infrequently recognized for their expertise and performance. More than one out of three say that teachers at their schools are recognized only occasionally or never for their performance or expertise (Table 2-2).

As far as schools' support of student-teacher relationships is concerned, an overwhelming majority (89%) feel that schools do support and encourage strong relationships between students and teachers (Table 2-3). The findings indicate, however, that that support is not always sufficient to override teachers' frustrations with administrative policies or the many other problems that exist in the school environment.

Substance Use in the Schools

According to teachers, the most serious problem facing the schools is the number of students drinking alcohol and using drugs. Fourteen percent say that the number using drugs is a very serious problem, a proportion that has remained stable since 1985 when this question was first asked. One out of three teachers indicate that the number of students drinking alcohol is a very serious problem at their school, up 6% from 1985 (Table 2-4).

Like teachers, students also place drug and alcohol problems among the most serious they face. However, many more students say that they know 10 or more fellow students who drink alcohol and use drugs than teachers who say that these problems are very serious in their schools.* Overall, 47% of the students say that they know 10 or more fellow students who drink alcohol, compared to 33% of the teachers who define the problem as very serious. Similarly, one out of four students say they know 10 or more fellow students who use drugs, but only 14% of the teachers define drug use as a very serious problem in their schools (Table 2-5).

The difference between how teachers and students perceive students' use of alcohol and drugs is greatest in high school:

- Forty-five percent of the high school teachers say that students' drinking alcohol is a very serious problem — but 84% of the high school students say they know 10 or more fellow students who drink alcohol.
- Eighteen percent of the high school teachers say that drug use is a very serious problem in their school — but 48% of the high school students say they know 10 or more fellow students who use drugs (Tables 2-6 and 2-7).

Inner city school teachers are most aware of the drug problem — 26% say that students using drugs is a very serious problem in their schools, compared to 15% of teachers in the nation's rural areas. And, according to students, alcohol use is higher in both suburban and rural areas than in urban areas.

The Dropout Problem

The dropout problem is viewed similarly by both teachers and students. Not surprisingly, minorities and those in inner city schools define the problem as most serious. Thirty percent of the teachers in the inner city schools, for example, define the number of dropouts as a very serious problem more than three times the overall average of 9%.

Teachers agree that the most important factor in dropout cases is the student having a family problem (92%). The majority of teachers also feel that students feeling bored and lost in the system are important factors. Slightly less than half feel that peer pressure or economic need are important factors in dropout cases (Table 2-8).

Other Problems in the Schools

The serious problems begin in junior high school. According to teachers and students, dropouts and teen pregnancies are almost as serious in junior high school as they are in high school. And the number of violent incidents is even more serious in junior high school than high school (6% vs. 1%). Furthermore, the number of students having constant discipline problems and the number lacking basic skills tends to decline in seriousness between junior high and high school (Table 2-6).

Students — especially high school students — tend to perceive discipline problems and violent incidents as more serious than do teachers. Thirty-five percent of the high school students say they know 10 or more fellow students who require constant discipline, but only 9% of the high school teachers say that students requiring constant discipline is a very serious problem. Similarly, more than one out of four high school students (26%) say they know at least 10 students involved in violent incidents with other students, whereas only 1% of the high school teachers say that violence is a very serious problem in their school (Table 2-6).

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*The difference in the grade level of teachers (K-12) and students (4-12) may have contributed to this discrepancy.

OBSERVATION: **Violence and drug use seem to be the most divergent areas with respect to students' and teachers' perceptions. This may very well be that these problems — alcohol, drugs and violence — are much more serious than teachers currently perceive them to be.**

The Availability of Services and Activities

The majority of students say that their schools have college and career planning and counseling services as well as after school activities for students. Fifty-eight percent have programs that help students with personal problems, but less than half have either health counseling or before and after school educational programs (Table 2-9).

The availability of programs is equally distributed among schools irrespective of the number of serious problems that exist. In fact, schools with many very serious problems are *more* likely to have career and college planning and counseling services, as well as after school activities and are equally likely to have other services (Table 2-9). This may be why so many students say they are *likely to go to college* (79%); and why almost as many students in schools with many serious problems say that they are very likely to go to college (53%) as those who attend schools with few or no serious problems (61%) (Tables 2-10 and 2-11).

Parents' education is most important in terms of college aspirations. Not surprisingly, those students whose parents graduated from college are much more likely to say they will go to college than those whose parents are less educated (Table 2-11).

Students' Sense of Attachment to School

The majority of students feel positively about their relationships with both their teachers and fellow students. Only a small proportion feels that their classes are so big that their teachers do not know them (12%) and only one out of four feel that their teachers do not relate to students because their backgrounds are so different. Most students also feel that they have close friends and that they have people they can talk to at school.

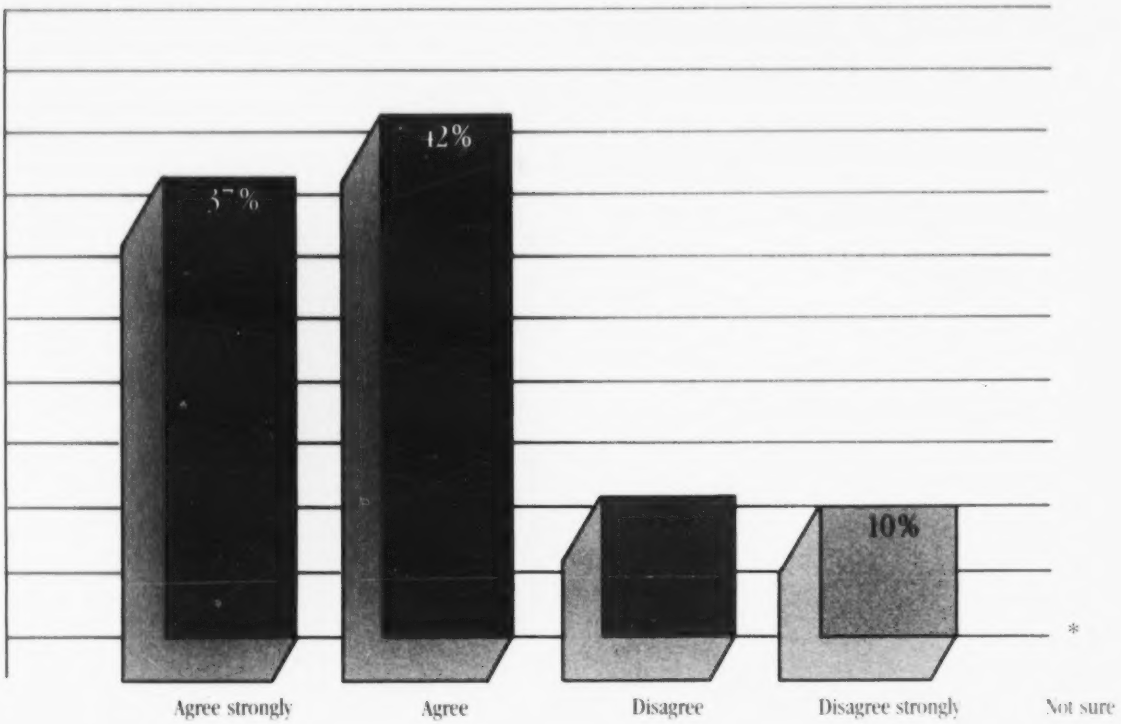
Although most students' sense of attachment to their teachers and fellow students is positive, a troubled school environment does take its toll on student-teacher relationships. Students who attend schools with many very serious problems are more likely to say that their school does not encourage strong relationships between teachers and students. They are also more likely to say that teachers do not relate to students because their backgrounds are different. Students' relationships with one another, however, tend to be positive, even in schools with many serious problems (Table 2-12).

Table 2-1

Teachers' Perceptions of Colleagues' Frustration with Administrative Practices

QUESTION: I'm going to read you a list of statements concerning teachers. Would you tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement about your colleagues at school . . . They feel frustrated with administrative practices.

BASE 1208



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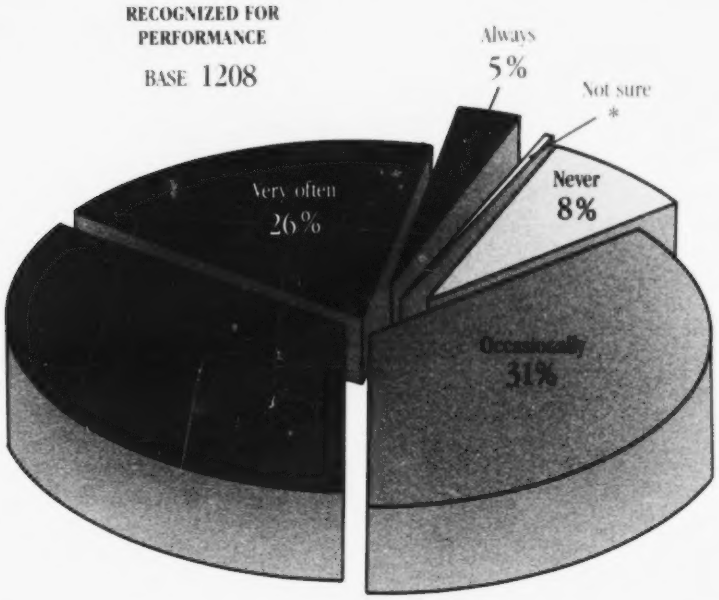
*Less than 0.5%.

Table 2-2

Frequency With Which Teachers Are Recognized for Their Expertise and Performance by Their School Administration

QUESTION: How often are teachers in your school recognized for good performance by your school administration? Would you say always, very often, sometimes, occasionally, or never?

QUESTION: How often are teachers in your school recognized for expertise by your school administration — always, very often, sometimes, occasionally, or never?



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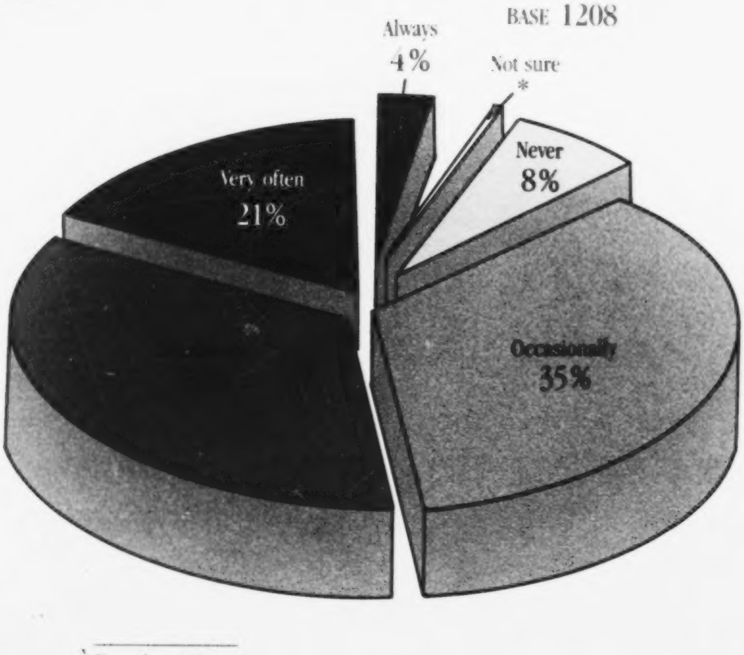
*Less than 0.5%.



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*Less than 0.5%.

57

Table 2-3

Teachers' Who Say Their School Encourages Strong Relationships Between Students and Teachers

QUESTION: Please tell me if you agree or disagree with each of the following statements — my school does not encourage strong relationships between students and teachers — do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

BASE 1208

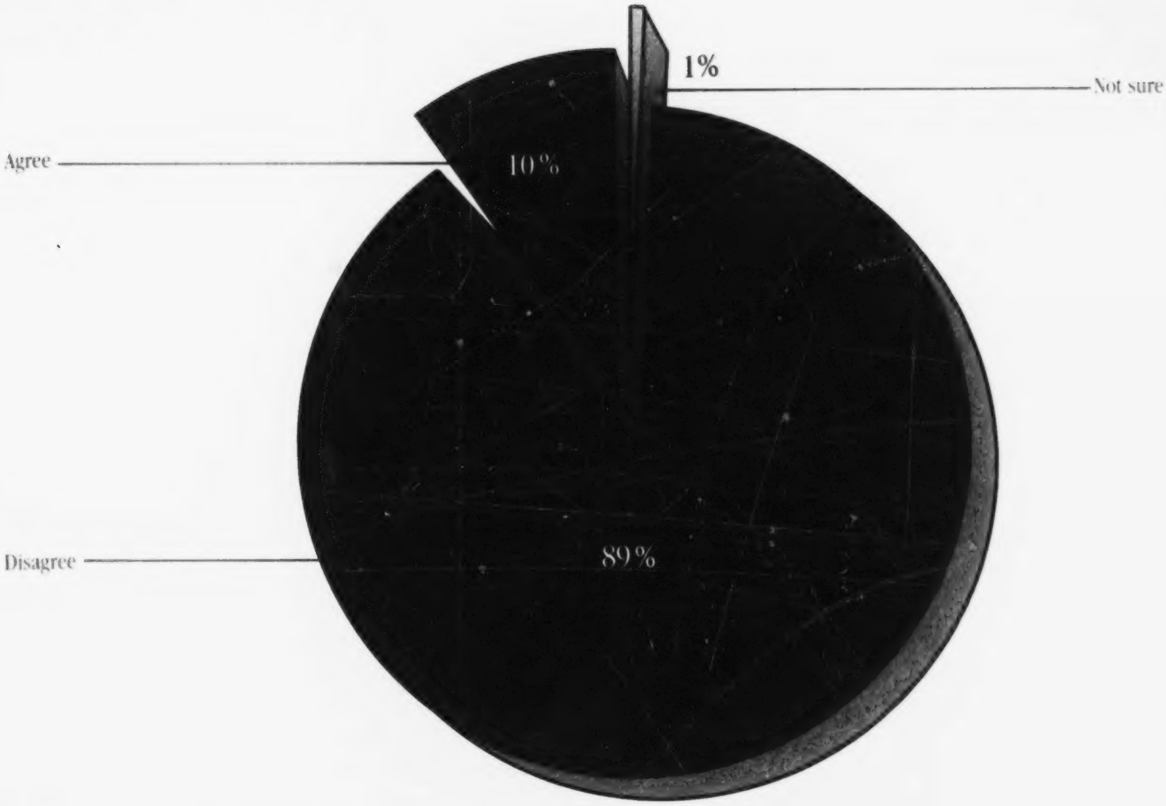


Table 2-4 *Teachers' Rating of School Problems As "Very Serious"*

QUESTION: **Now I am going to read some things that people have said are *problems* with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school.**

BASE: Junior high and high school teachers

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]		[illegible]
		%		%
[illegible]	820	30	1208	16
[illegible]	820	19	587	12
[illegible]	820	27	587	33
[illegible]	820	14	587	14

---

*The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession.

**All teachers surveyed were asked this question in 1988.

Table 2-5

Rating of School Problems by Teachers and Students: Teachers Rate Problems That Are "Very Serious" and Students Report the Number of Students They Know Who Have Various Problems

QUESTION: **Now I am going to read some things that people have said are *problems* with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school.**

QUESTION: **How many students in your school do you know who…**

[illegible]	[illegible]	[illegible]
[illegible]	1208* %	2740* %
[illegible]	14	30
[illegible]	16	5
[illegible]	12	9
[illegible]	33	47
[illegible]	14	25
[illegible]	4	N/A
[illegible]	N/A	23
[illegible]	N/A	5
The number of dropouts (2)	9	9

---

*Base varies depending on the specific item and its relevance to a particular grade level.
(1) Asked of all students and junior high and high school teachers.
(2) Asked of junior high and high school students teachers only.

Table 2-6

The Rating of Various Problems in the Schools As "Very Serious" by Teachers, Categorized by Teaching School Level, School Location, and Teacher's Ethnicity

QUESTION: **Now I am going to read some things that people have said are *problems* with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school.**

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%	%	%	%	%
[illegible]	1208	14	16	12	33	14	4	9
[illegible]	621	15	15	—	—	—	—	—
[illegible]	298	16	20	9	22	9	6	7
[illegible]	330	9	16	13	45	18	1	9
[illegible]	174	27	38	28	32	26	10	30
[illegible]	116	19	16	9	20	11	4	11
[illegible]	260	11	12	5	24	14	3	6
[illegible]	402	12	14	13	38	12	5	6
[illegible]	252	10	13	12	38	15	*	9
[illegible]	891	12	15	11	34	13	4	8
[illegible]	308	22	21	23	26	22	7	16

Note: The last five columns are based on junior high and high school teachers only.

Table 2-7

Students Who Say They Know 10 or More Students with a Problem in the Schools, Categorized by Student's School Level, School Location, and Student's Ethnicity

QUESTION: How many students in your school do you know who . . .

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
							[illegible]	[illegible]	
[illegible]		%	%	%	%	%	%	%	%
[illegible]	**2740**	**30**	**5**	**9**	**47**	**25**	**23**	**5**	**9**
[illegible]	979	26	7	—	7	4	19	5	—
[illegible]	777	30	5	6	50	24	25	6	5
[illegible]	984	35	3	12	84	48	26	6	11
[illegible]	755	28	6	12	37	23	26	6	11
[illegible]	972	33	6	9	50	29	26	6	6
[illegible]	1013	29	3	9	50	22	19	4	11
[illegible]	1753	30	3	7	54	27	21	3	7
[illegible]	303	31	13	22	31	19	32	10	20
Hispanic	215	28	6	13	49	35	21	9	11

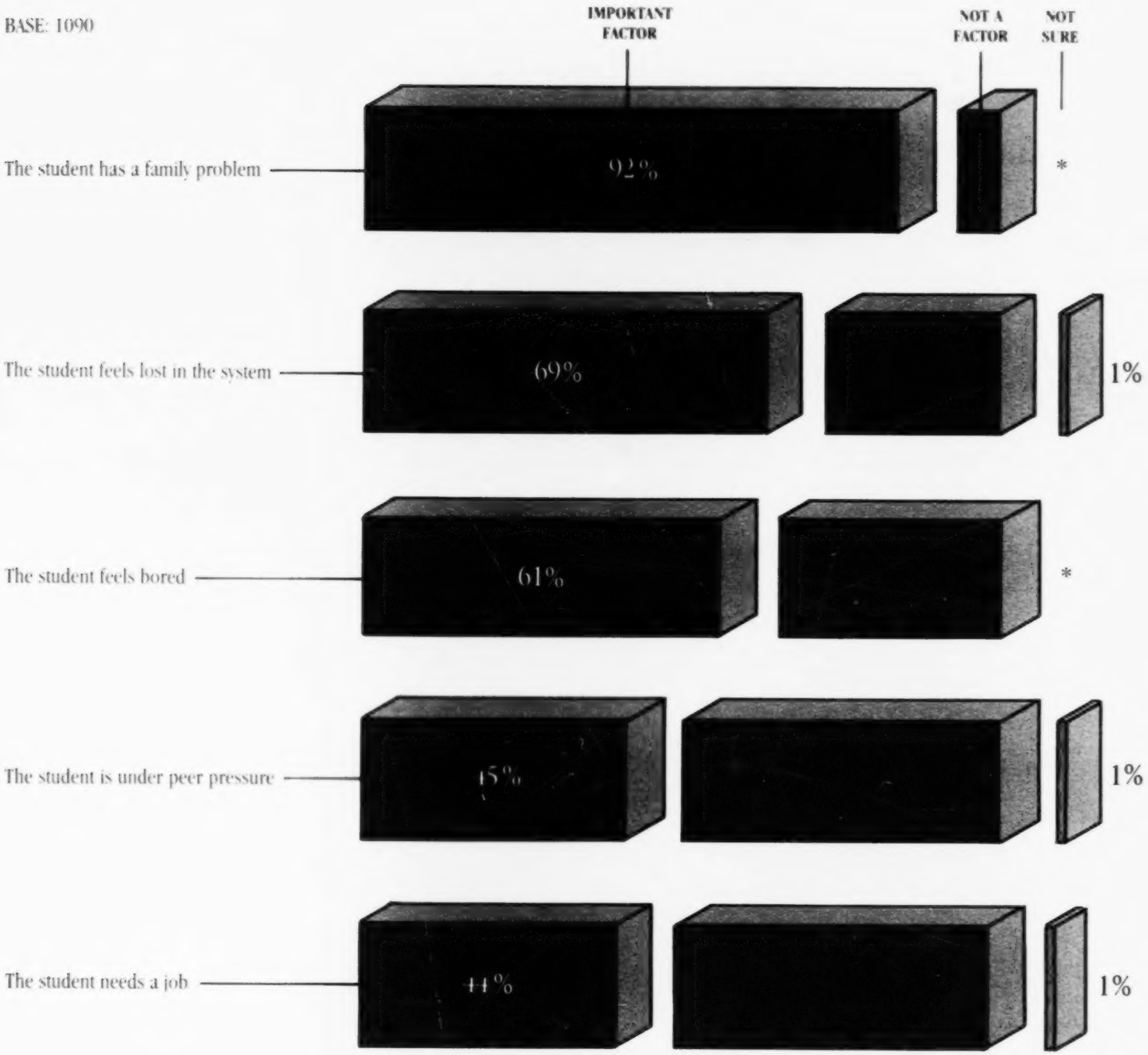
---

*Bases vary depending on the specific item and its relevance to a particular grade level

Table 2-8 *Teachers' Perceptions of Factors in Dropout Cases*

QUESTION: **Which of the following do you think is an important factor in these dropout cases?**

BASE: Teachers who say 1 or more percent are likely to drop out of school



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*Less than 0.5%.

Table 2-9 *School Problems and the Availability of School Programs*

QUESTION: Are any of the following services and activities available at your school?

[illegible]	2740	438	1002	1300
	%	%	%	%
[illegible]	45	42	44	46
[illegible]	76	80	79	67
[illegible]	58	55	57	60
[illegible]	69	76	72	60
[illegible]	40	36	41	40
[illegible]	79	88	84	72

---

*See Appendix B for details about how the index was constructed.

**Bases vary slightly from item to item.

(1) Asked of junior high and high school students only.

Table 2-10 *Students' Likelihood of Attending College*

QUESTION: How likely is it that you will go to college?

BASE 2710

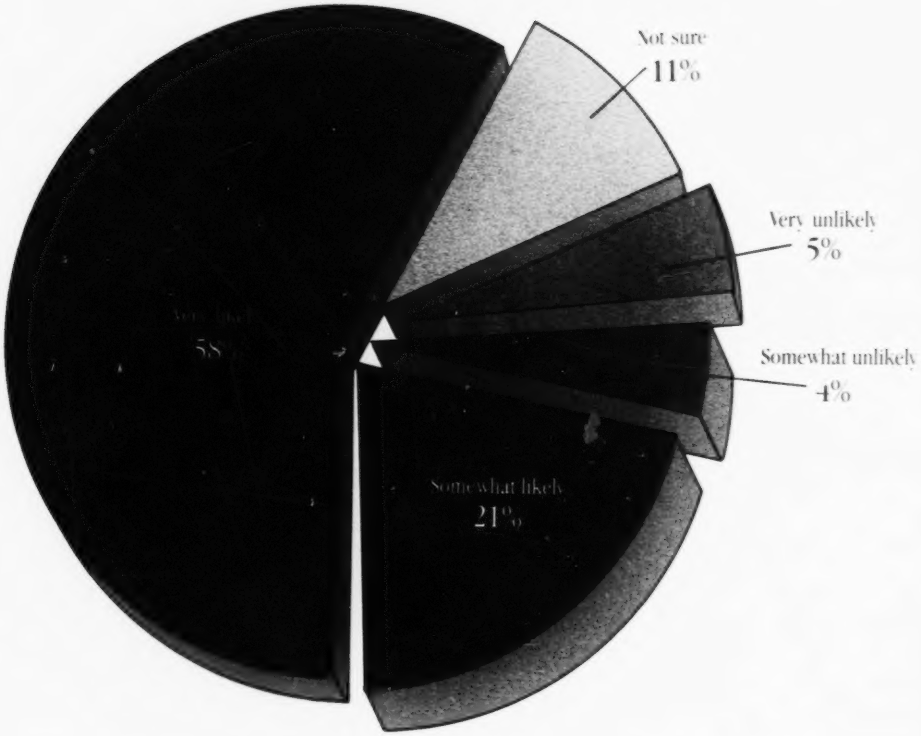


Table 2-11 *The Demographic Characteristics of Students Who Are "Very Likely" to Attend College*

QUESTION: How likely is it that you will go to college?

[illegible]	[illegible]	[illegible]
		%
[illegible]	2710	58
[illegible]	1287	53
[illegible]	1423	62
[illegible]	967	59
[illegible]	770	57
[illegible]	973	57
[illegible]	368	49
[illegible]	1008	60
[illegible]	756	58
[illegible]	279	63
[illegible]	301	40
[illegible]	771	55
[illegible]	348	63
[illegible]	757	75
[illegible]	304	40
[illegible]	938	55
[illegible]	372	65
[illegible]	698	74
[illegible]	1737	61
[illegible]	299	65
[illegible]	211	48

Table 2-11 *(continued)*

The Demographic Characteristics of Students Who Are "Very Likely" to Attend College

QUESTION: How likely is it that you will go to college?

[illegible]	[illegible]	[illegible]
		%
[illegible]	2710	58
[illegible]		
[illegible]	438	53
[illegible]	987	56
[illegible]	1285	61
[illegible]		
[illegible]	1747	62
[illegible]	325	57
[illegible]	172	45
[illegible]	455	47
[illegible]		
[illegible]	1115	65
[illegible]	451	57
[illegible]	284	57
[illegible]	849	50

Table 2-12

Students' Perceptions of School Involvement with Individual Students and the Extent of School Problems

BASE: Those who agree strongly or somewhat.

QUESTION: **Do you agree or disagree with each of the following statements about your school and yourself?**

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	%	%	%	%
[illegible]	12	17	13	9
[illegible]	84	88	85	82
[illegible]	35	41	34	34
[illegible]	36	51	39	29
[illegible]	25	36	27	20

---

*Bases vary slightly from item to item.

CHAPTER 3: TEACHERS' AND STUDENTS' PERCEPTIONS OF ONE ANOTHER

In America today, the atmosphere for education has been characterized as being in troubled waters. We have seen documented evidence of increases in the number of troubled students and a profession which has been in turmoil.

Teachers' and Students' Assessment of Their Relationship

Yet, in spite of these external factors, teachers and students say that, for the most part, the connection between them is a sound one. The overwhelming majority of both teachers and students report that student-teacher relationships in their schools are either good or excellent. Almost all teachers (93%) rate the relationship between teachers and students in this way, as do 70% of all students (Table 3-1).

The generally positive nature of student-teacher relationships is further confirmed by teachers' responses to specific questions about various aspects of their relationships with students. Here, too, most teachers say that their relationships with students are very cooperative (71%), respectful (68%), tolerant (68%) and not at all strained or distant (76% and 81%, respectively) (Table 3-2).

A significant majority of teachers (63%) respond very positively to at least four of these five items, suggesting a strong, positive relationship with their students. Twenty-seven percent were very positive on two or three of these items, suggesting a moderately positive relationship; and 11% were very positive on none or only one, suggesting a weak relationship (Table 3-3).

Male teachers are much more likely than females to evaluate their relationship with their students as either moderate or weak. Those teaching in junior high and high school are also more likely to see their relationships with students as moderate or weak as are minority teachers, those with less experience, and those teaching in inner city schools.

Not surprisingly, those who are not satisfied with teaching as a career are more likely to report a moderate or weak relationship, as are those who say that they are likely to leave teaching (Table 3-4).

Informal Interaction Between Students and Teachers

It is clear from the responses of both teachers and students that most teachers' commitment to the profession extends beyond the classroom. The majority of teachers talk outside of class with their students about such things as personal interests or hobbies, current events, and personal problems that students are experiencing (Table 3-5). Overall, more than one out of four teachers (29%) report a great deal of informal interaction with their students, which indicates that they regularly talk to their students outside of class about at least four of the six topics we asked about (Table 3-6). The vast majority of teachers (70%) answer positively to at least two of these items, indicating that they had at least some contact with their students outside of class. About 30% answered affirmatively to only one or none of the topic areas measured, indicating that they had little or no contact with their students outside of class.

Much more pronounced is the difference between minority and non-minority teachers, and those who teach in the inner city and other areas. Forty percent of the minority teachers report a great deal of informal interaction, compared to 27% of non-minority teachers. Fully 42% of those teaching in inner city schools report a great deal of informal interaction with their students, compared to an overall average of 29% (Table 3-6).

Students in junior high report the least amount of informal interaction with their teachers. Aside from this difference, however, students from different backgrounds report similar levels of informal interaction with teachers (Table 3-7), indicating an equitable informal student-teacher contact, without regard to the social or economic status of the student.

Interest, Caring, Encouragement and Fair Treatment

Almost every teacher agrees (99%) that most teachers in their school care about their students, another 29% say that some teachers show no interest in their students. It may be this difference between caring and the expression of care that leads fewer students to agree that most teachers in their school care about students (70%). This may also leave such large numbers of students unsure of how teachers feel (18%) (Table 3-8).

Interest and concern on the part of teachers toward students is expressed less often in high school as compared to elementary school. About twice as many high school teachers and students report that some teachers show no interest in their students, compared to those in elementary school. Among students, for example, 81% in elementary school agree that most teachers care about them, compared to 65% of those in high school (Table 3-9).

Most teachers also encourage their students and treat them fairly, (Table 3-10). However, the percentage who feel this way declines between elementary and junior high school and again between junior high school and high school. Ninety-one percent of the elementary school students, for example, agree that teachers encourage students to do as well as they can, compared to 75% of the high school students (Table 3-11).

Changes in the Student-Teacher Relationship Over Time

As students get older and teachers become more experienced their relationship with students often changes. Overall, 59% of the teachers report that their relationships with students have improved during the time that they have been teaching. About one out of ten report that their relationships have become worse and the rest (31%) say that their relationships have remained the same (Table 3-13).

Interestingly, the proportion of teachers who say that their relationships with students improved declines as teaching experience increases. While the majority sees continued improvement, years of service tend to dampen this view. Eighty-six percent of those with less than 5 years of experience say that their relationships with students improved during that time, compared to only 45% of those teaching for 20 years or more. Indeed, almost one out of five (19%) of those who have been teaching for 20 years or more say that their relationships with students have gotten worse during their careers (Table 3-13).

Whose Responsibility Is It?

When relationships fail to improve most teachers and students agree that the responsibility for improving the relationship is a joint one. A few teachers feel that it is mainly their responsibility (12%) and some students also feel that only teachers are responsible (12%). Other teachers feel that it is primarily the students' responsibility (7%), and some students are willing to take on that assignment (10%). One out of four teachers blame school administrators (25%) and one out of five students do not know who to blame. Majorities of both teachers and students (51% and 55%, respectively), feel that the responsibility is a joint one (Table 3-14).

How School Problems Affect the Student-Teacher Relationship

Tables 3-15 and 3-16 show the relationship between various aspects of the student-teacher relationship and the number of serious problems that exist in the school. These data show that the degree of teachers' professional involvement is only slightly affected by the number of very serious problems that they face in their schools. Even in schools with many serious problems teachers are still able, for the most part, to encourage individual participation, give students the individual attention that they need, and discuss current events and other topics with them.

Personal involvement with students is affected by the number of very serious problems in the school, however. Those teaching in schools that have many very serious problems are much less likely to be able to show care and interest toward their students and less likely to form strong positive relationships with them. Seventy-one percent of teachers who work in schools with fewer serious problems say they have a very positive relationships with their students, compared to only 47% of those who say that there are many serious problems in their schools. Similarly, 59% of those teachers in schools that do not have many serious problems say that teachers in their schools show personal interest in their students, compared to only 19% of those who say that there are many serious problems in their schools (Table 3-15).

Teachers as Role Models

No matter how serious the problems are that they face or whatever their grade level, students develop connections with adults whom they admire and would like to be like. Overall, 63% of the students say that they know an adult whom they admire and would like to be like (Table 3-17). Thus, while a majority of students have been able to develop a positive role model in their lives, more than one out of three (37%) have been unable to do so.

Overall, 35% of students say that there are teachers whom they admire and would like to be like.

The extent of serious school problems does not deter the development of teachers as role models. Students' gender, however, does play a significant role in determining which students are most likely to say that there are teachers whom they admire and would like to be like. Girls are much more likely to say that there are teachers whom they admire and would like to be like than are boys (43% vs. 26%) (Table 3-17).

Students who have teachers as role models see them as caring and sensitive, intelligent, having a sense of humor and the ability to communicate (Table 3-18).

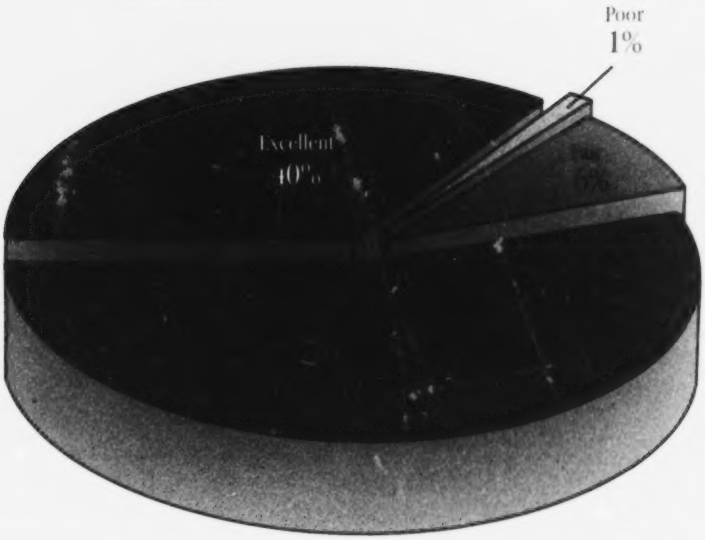
Table 3-1

Assessment of the Overall Relationship Between Students and Teachers

QUESTION: **Generally, are the student-teacher relationships at your school excellent, good, fair, or poor?**

QUESTION: **Generally, is the student-teacher relationship at your school excellent, good, fair, or poor?**

TEACHERS
BASE 1208



STUDENTS
BASE 2698

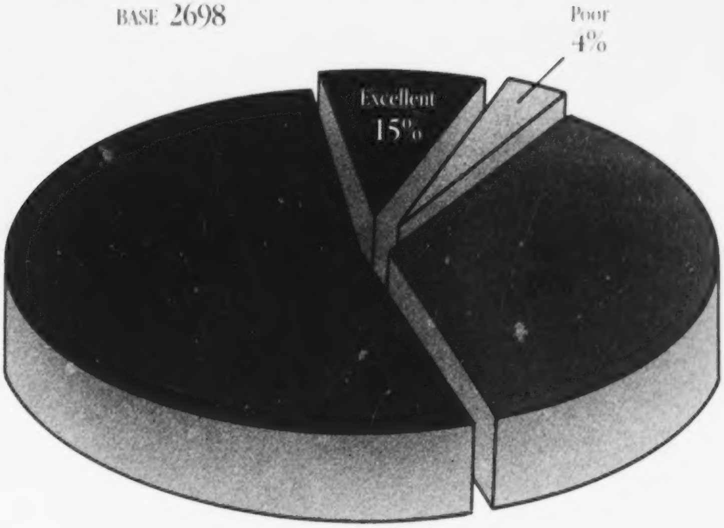
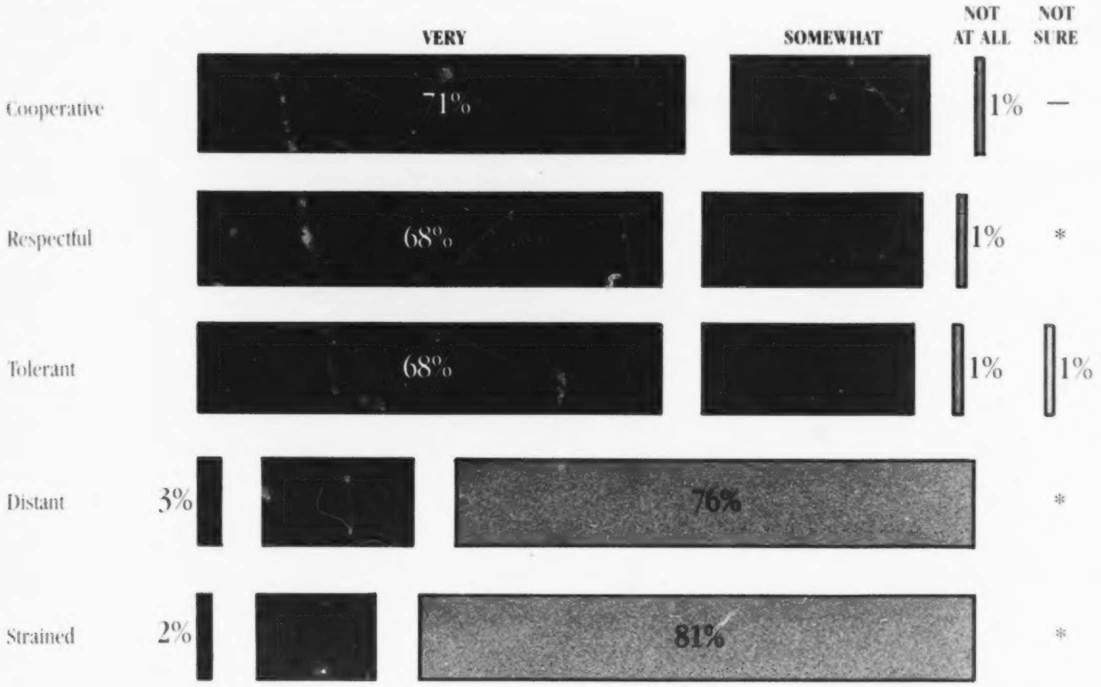


Table 3-2 *Teachers' Assessment of Various Aspects of the Student-Teacher Relationship*

QUESTION: Here is a list of terms describing student-teacher relationships. Would you say the relationship between you and your students is very, somewhat, or not at all (READ EACH ITEM)?

BASE: 1208



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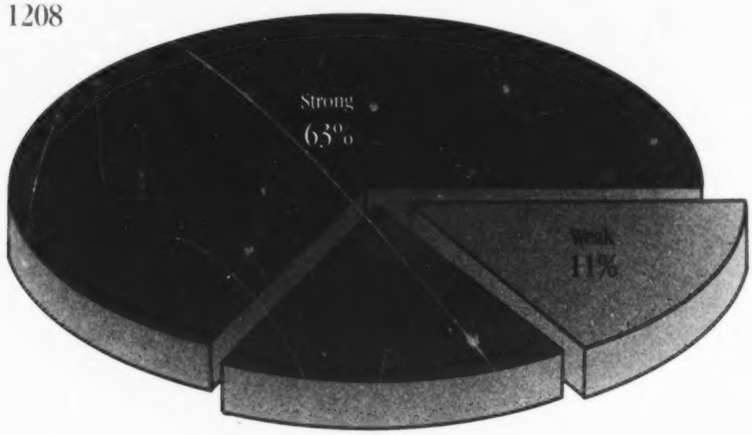
*Less than 0.5%.

Table 3-3 *Index Scores of Teachers' Relationship with Students**

BASE 1208



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*See Appendix B for details about how the index was constructed.

Table 3-4

Demographic Profile of Teachers Who Form "Moderate" or "Weak" Relationships With Their Students

[illegible]	[illegible]	[illegible]
[illegible]	1208	% 38
[illegible]	355	46
[illegible]	853	33
[illegible]	112	51
[illegible]	191	39
[illegible]	517	36
[illegible]	386	35
[illegible]	621	32
[illegible]	298	47
[illegible]	330	39
[illegible]	174	45
[illegible]	116	33
[illegible]	260	38
[illegible]	402	36
[illegible]	252	38
[illegible]	891	37
[illegible]	308	45
[illegible]	607	26
[illegible]	444	43
[illegible]	157	65
[illegible]	192	52
[illegible]	155	48
[illegible]	315	38
[illegible]	544	30

Teachers
Students

Table 3-5

*The Extent of Informal Interaction Between Students and Teachers: Students and Teachers Who Say They Discuss Various Topics Outside Class**

QUESTION: **Please tell me how often do you do each of the following with your students *outside* of class. (READ EACH ITEM) Do you do that often, sometimes, occasionally, or never?**

QUESTION: **Which of the following have you talked with your teachers about *outside* of class?**

[illegible]	1208	2740
	%	%
[illegible]	55[3]	57[4]
[illegible]	75	42
[illegible]	63	20
[illegible]	67	56
[illegible]	82	50
[illegible]	68	11
[illegible]	79	37

---

[1] Based on "often" and "sometimes" responses.

[2] Based on affirmative responses.

[3] Base = 334: high school teachers only.

[4] Base = 1752: high school students only.

*Note: Since we do not know how many students teachers are interacting with outside of class, nor how many teachers students are interacting with, direct comparisons of the percentages of students and teachers in this table can be misleading.

Table 3-6

The Relationship Between the Extent of Informal Interaction and Teachers' Demographic Characteristics*

[illegible]	[illegible]	[illegible]		
		[illegible]	[illegible]	[illegible]
		%	%	%
[illegible]	**1208**	**29**	**41**	**30**
[illegible]	355	22	40	38
[illegible]	853	32	41	27
[illegible]	112	33	38	29
[illegible]	191	33	40	26
[illegible]	517	27	43	30
[illegible]	386	28	40	32
[illegible]	621	32	43	25
[illegible]	298	29	37	34
[illegible]	330	22	42	37
[illegible]	174	42	39	20
[illegible]	116	28	39	33
[illegible]	260	31	34	35
[illegible]	402	26	45	29
[illegible]	252	23	46	30
[illegible]	891	27	41	32
[illegible]	308	40	43	18
[illegible]	607	31	41	28
[illegible]	444	26	42	31
[illegible]	157	27	37	36
[illegible]	740	32	24	21
[illegible]	328	42	38	46
[illegible]	140	26	38	33

---

*The extent of informal interaction index summarizes the extent of teachers' interaction with students outside of class. See Appendix B for details.

Table 3-7

The Relationship Between the Extent of Informal Interaction and Students' Demographic Characteristics*

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%
[illegible]	2740	18	46	36
[illegible]	1309	16	48	36
[illegible]	1431	20	45	36
[illegible]	979	18	49	32
[illegible]	777	11	43	46
[illegible]	984	23	46	31
[illegible]	301	22	42	36
[illegible]	777	18	47	35
[illegible]	356	22	47	31
[illegible]	765	18	47	35
[illegible]	304	21	42	38
[illegible]	946	18	49	34
[illegible]	375	22	44	34
[illegible]	712	18	46	36
[illegible]	1753	18	46	39
[illegible]	303	21	49	29
[illegible]	215	19	45	36
[illegible]	755	21	48	31
Suburban	972	17	45	38
Rural	1013	17	47	36

---

*The extent of informal interaction index summarizes the extent of students' interaction with teachers outside of class. See Appendix B for details.

Table 3-8

Students' Perceptions of Personal Interest on the Part of Students' Teachers, and Teachers' Perceptions of Other Teachers' Personal Interest in Students

QUESTION: **For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?***

QUESTION: **Do you agree or disagree with the following statements about your teachers?**

[illegible]	[illegible]			[illegible]			
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%		%	%	%
[illegible]	1208	99	1	2731	70	12	18
[illegible]	1208	29	70	2726	29	58	13

*Teachers' responses were collapsed to coincide with students'.

Table 3-9

Grade Levels of Teachers and Students Who Say That Some Teachers Show No Interest in Their Students

QUESTION: **For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?***

QUESTION: **Do you agree or disagree with the following statements about your teachers?**

		%		%		%
	1208	29	2726	29	2731	70
	621	22	974	16	976	81
	298	33	773	32	775	60
	330	43	979	39	980	65

*Teachers' responses were collapsed to coincide with students.

Teachers
Students

Table 3-10

The Extent of Teachers' Encouragement and Fair Treatment of Students

QUESTION: For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat or disagree strongly.***

QUESTION: Do you agree or disagree with the following statements about your teachers?

[illegible]	[illegible]	[illegible]
	1208 %	2740** %
[illegible]	98	82
[illegible]	98	74
[illegible]	84	61*

---

*20% of the students were "not sure."
**Bases vary slightly from item to item.
***Teachers' responses were collapsed to coincide with students'.

Table 3-11

Students' Assessment of Fair Treatment and Encouragement of Students by Teachers

QUESTION: **Do you agree or disagree with the following statements about your teachers?**

(c) My teachers encourage students to do as well as they can.

(d) Minority students are not treated as well by our teachers as other students.

(e) Most of my teachers treat their students fairly.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%
[illegible]	2721**	82	61	74
[illegible]	973	91	65	78
[illegible]	775	81	56	70
[illegible]	976	75	61	74

---

*The difference between minority and non-minority students on this question was slight.

**Bases vary slightly for each item.

Table 3-12

Teaching Grade Level and Teachers' Assessment of Fair Treatment and Encouragement of Students

QUESTION: For each of the following statements regarding teacher-students relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat or disagree strongly . . .

(d) In general, minority students in my school are not treated as well as other student by teachers.

(e) Teachers in my school encourage their students to do as well as they can.

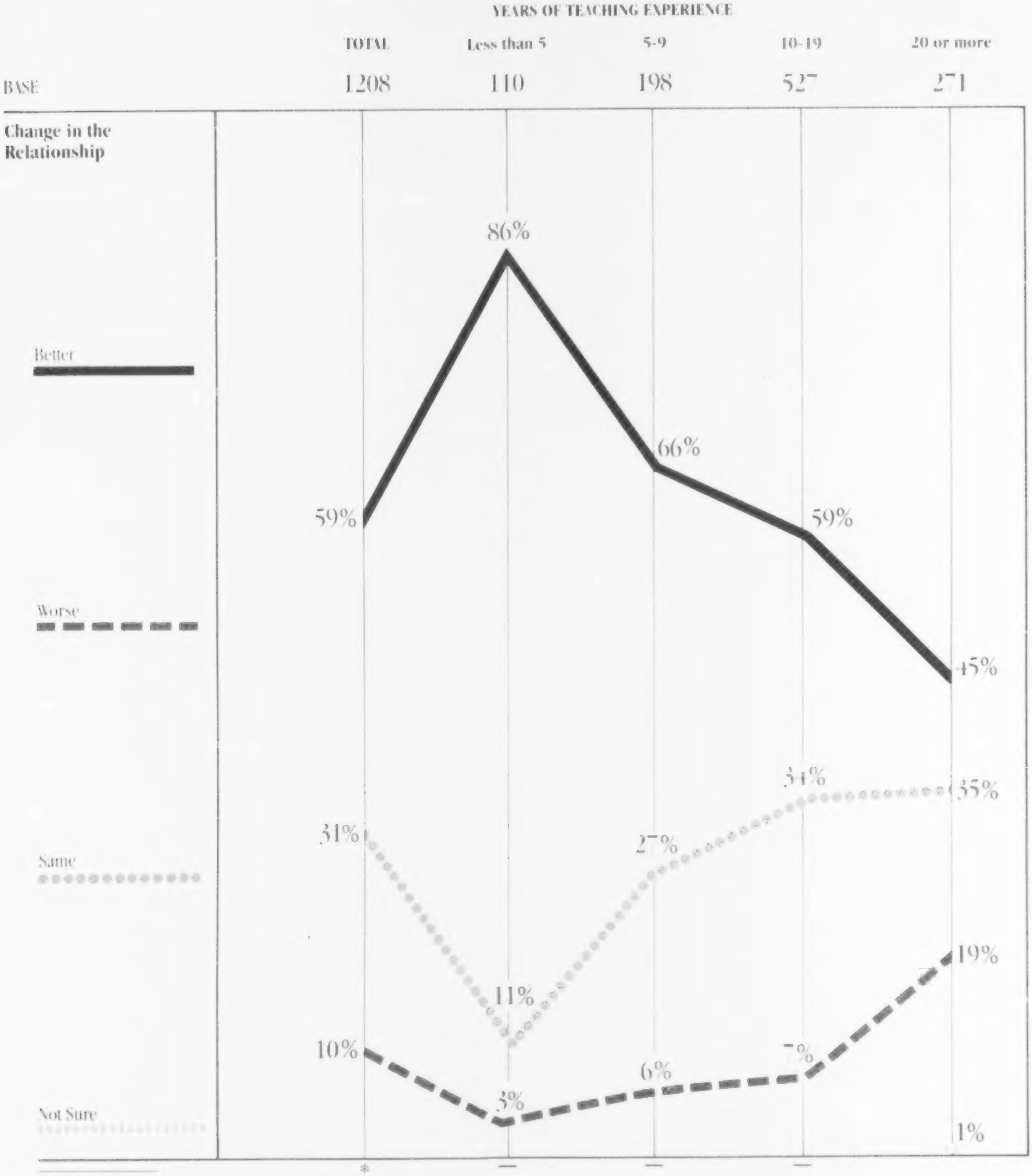
(g) Most teachers in my school treat their students fairly.

	BASE	DISAGREE STRONGLY THAT TEACHERS DON'T TREAT MINORITY STUDENTS FAIRLY	AGREE STRONGLY THAT TEACHERS ENCOURAGE STUDENT	AGREE STRONGLY THAT TEACHERS ARE FAIR
		%	%	%
Total	**1208**	**72**	**79**	**73**
School Level				
Elementary	621	75	84	77
Junior high	298	69	77	72
High school	330	67	70	66

Table 3-13

Teachers' Assessment of Changes Over Time in the Student-Teacher Relationship and Years of Teaching Experience

QUESTION: **During the time you've been teaching, have your relationships with your students become better, worse, or remained the same?**



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*Less than 0.5%

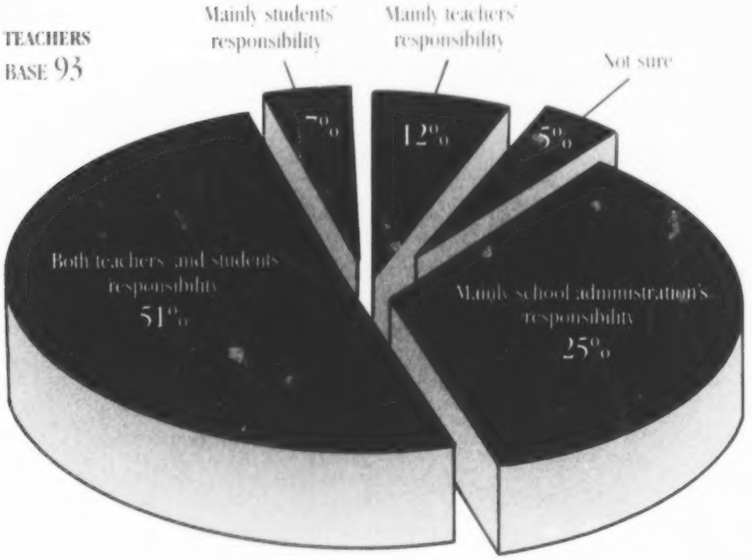
Table 3-14 *Who Is Responsible When Relationships Get Worse*

Base for Teachers: Those who say relationship is "fair" or "poor"

Base for Students: Those who say relationship is "fair" or "poor"

QUESTION: When these relationships are fair or poor, whose responsibility do you think it is — is it mainly the teachers' responsibility, mainly the students' responsibility, both teachers' and students' responsibility, or mainly school administration's responsibility?

QUESTION: When this relationship is fair or poor, whose responsibility do you think it is?



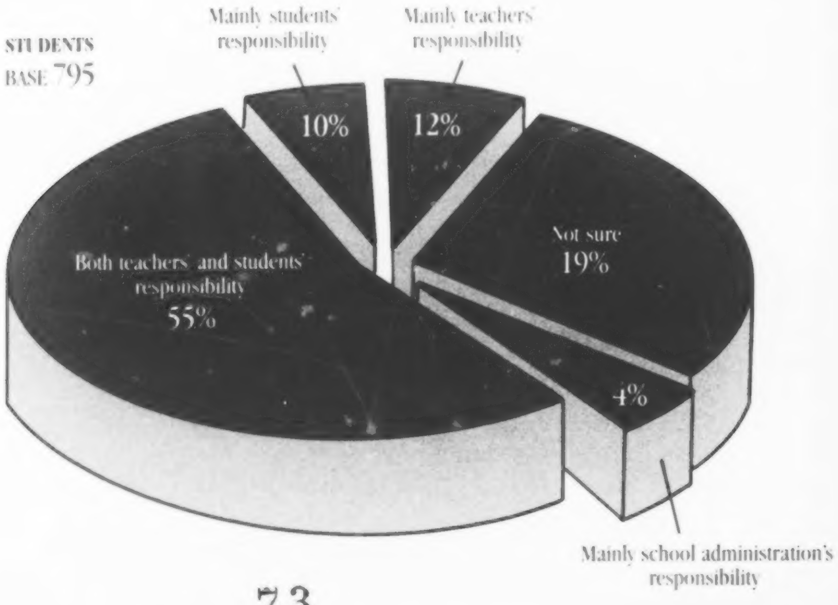


Table 3-15

School Problems and the Student-Teacher Relationship (Teachers)

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%
[illegible]	1208	171	420	617
[illegible]	63	47	56	71
[illegible]	76	67	75	79
[illegible]	90	86	88	91
[illegible]	47	19	39	59
[illegible]	29	29	26	30

---

*See Appendix B for details about how these indices are constructed.

Table 3-16

School Problems and the Student-Teacher Relationship (Students)

[illegible]	[illegible]	[illegible]		
	[illegible]	VERY [illegible]	SOMEWHAT [illegible]	NOT [illegible]
	2740**	438	1002	1300
[illegible]		%	%	%
[illegible]	15	8	10	20
[illegible]	11	9	8	14
[illegible]	34	29	32	37
[illegible]	47	28	39	59
[illegible] class*	18	28	17	16

---

*See Appendix B for details about how these indices are constructed.

**Bases vary slightly for each item.

Table 3-17 *Students' Development of Teacher Role Models*

QUESTION: Are there any teachers that you admire and would like to be like?

	BASE	YES
		%
Total	**2653**	**35**
Sex		
Male	1263	26
Female	1390	43
School Level		
Elementary	931	36
Junior High	757	28
High School	965	39
Ethnicity		
White	1722	35
Black	280	38
Hispanic	212	31
Extent of School Problems		
Very serious	430	37
Somewhat serious	976	32
Not serious	1247	36

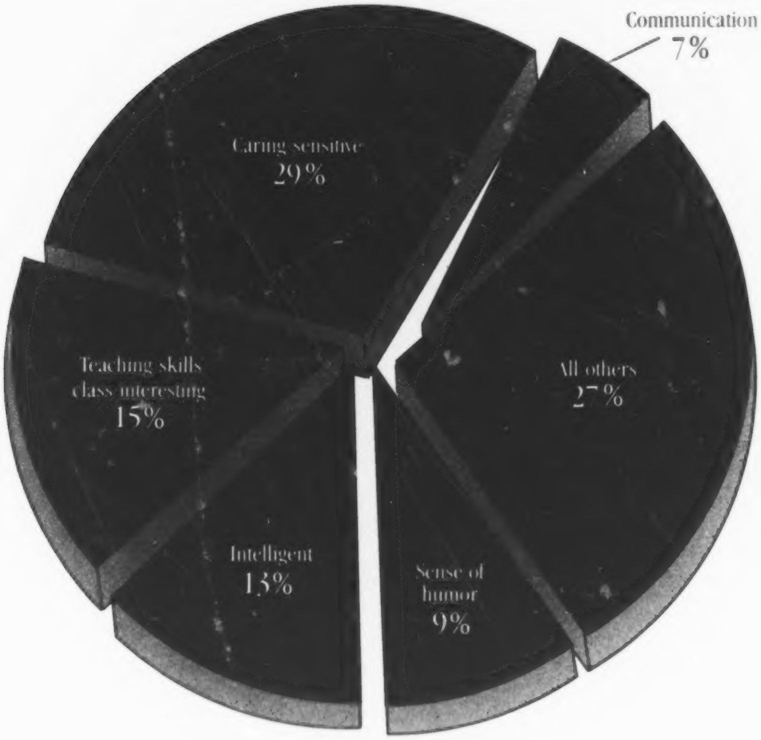
Note: Sixty-three percent of students say they admire an adult and would like to be like him/her

Table 3-18 *Qualities Admired in Teacher Role Models*

QUESTION: What do you admire most about that teacher?

STUDENTS
BASE **929**

QUALITIES MOST ADMIRED



CHAPTER 4: TEACHERS' AND STUDENTS' VIEWS OF THE LEARNING PROCESS

The Quality of Teaching

Teachers' skills and abilities — and how much effort they put into their work — are vital components of the teaching process. In this regard, a majority of both teachers and students agree that most teachers know their subjects well, put effort into preparation, make classes clear and easy to understand, show enthusiasm for the subjects that they teach, and are able to control their classes (Tables 4-1 and 4-2).

Interestingly, when these five items were indexed in order to summarize how both students and teachers rate teaching quality, we found that although 53% of the students said that **all** or many of their teachers met at least 4 of the 5 criteria. Only 20% of the teachers, however, said that their colleagues were "excellent" on at least 4 of the 5 items (Table 4-3).

The majority of teachers also report that they make efforts to involve students in the learning process. Teachers say that they often:

- Encourage students' participation in class (96%);
- Recognize students for their good performance (91%);
- Give students individual attention (81%) and feedback on their homework (80%); and
- Structure classroom activities to stimulate students' interest (78%) (Table 4-4).

The Environment Molds Perception

The school environment, and the problems — or lack of them — that exist within it, is also important in molding the perception that students have of teachers' ability. Students in troubled schools where students know many fellow students who are drinking, taking drugs and involved in violent incidences, are less likely to view their teachers' performance as excellent, in contrast to those who attend schools with few or no serious problems. Only 37% of the students who attend schools with many serious problems evaluate their teachers as excellent, compared to 63% of those who attend schools with few or no serious problems (Table 4-6).

Children's age and their family background influence how they perceive their teachers' performance. Students whose parents discuss school and homework with them on a regular basis and those in elementary school, are much more likely to feel positively about their teachers' performance than those in high school or those whose parents rarely or never speak to them about their schoolwork (Table 4-6).

What Constitutes Excellence in Teaching?

Students think teachers are excellent when teachers:

- Encourage individual participation, give students individual attention and have high expectations of them.
- When they interact with them informally and when they show they care about their students (Table 4-6).

Students' perception of teachers' performance is related to their perception of personal interest on the part of teachers. Sixty-nine percent of the students who say their teachers express strong personal interest in them, evaluated their teacher as "excellent," compared to only 25% of those who rate teachers' level of personal interest as weak.

Teachers essentially agree with students' assessment. Teachers are more likely to evaluate their colleagues as "excellent," when they say teachers at their school show personal interest in their students, and when they themselves encourage individual participation and give students individual attention (Table 4-7).

Students' Needs and the Availability of Help

Almost all teachers agree (94%) that students today need more help and support than they used to (Table 4-8). On average, teachers say that about 37% of their students need extra help with schoolwork outside of class (Table 4-9).

Teachers also agree that students who need special attention usually get the help they need. Seventy-five percent of teachers are available all or most of the time to help students outside of class, and other help is usually available when they are not (Table 4-10).

How Much Time in the Classroom Is Actually Spent Teaching?

Only 60% of the teachers say that they are able to spend more than three quarters of their time teaching (Table 4-11). Fully 40% teach 75% or less of the time they spend in class, and 13% spend half or less of the time teaching.

Teachers say that students pay attention even less often. Only 36% of the teachers say that their students pay attention more than three quarters of the time they are teaching. More than one in four say that their students pay attention half or less of the time than they are teaching.

Students essentially agree with teachers' assessment of the time that they pay attention in class (Table 4-12). On average, only about 1 out of 3 say that they listen almost all the time when their teacher is teaching. About 1 out of 10 report that they listen to their teachers almost none of the time.

These figures vary slightly, depending on the subject matter being taught. Students report that they listen more in math and science classes, than they do in English and social studies classes (Table 4-12).

School Environment and Students' Attention in Class

School problems make it more difficult for students to pay attention. On average, about 40% of the students who attend schools with many serious problems — (drugs, alcohol, violent incidences, and teenage pregnancies) — listen only some or almost none of the time in their classes. In contrast, only about 25% of the students in schools that do not have many serious problems say that they listen only some or almost none of the time (Table 4-13).

To some extent, the time that teachers and students are able to spend on task is a function of the number of very serious problems that exist in the school environment. In inner city schools, for example, almost 1 out of 4 teachers say that they spend only half of the time or less teaching (Table 4-14).

The Student-Teacher Relationship and Students' Attention in Class

Students also listen more often when teachers' relationships with students are positive. When teachers show personal interest toward their students, students listen more often. When teachers encourage individual participation, when they are viewed by students as "excellent" teachers, students listen more often (Table 4-13).

For example, only 20% of the teachers who have strong positive relationships with their students say that students pay attention half or less of the time, compared to 49% of those with weak relationships with their students (Table 4-14).

Not only do teachers perceive students as listening less when the relationship is not strong, but they are also less able to stay focused themselves. Almost 1 out of 3 teachers who say that the overall relationship they have with students is weak, also say that they are able to teach only half of the time or less they spend in the classroom. In contrast, only 9% of the teachers with strong, positive relationships with their students teach half the time or less.

Time on task is seasoned by the experience a teacher has on the job. Those with more experience are able to spend more time teaching and are able to capture and retain students' attention more often.

Parental Involvement and Students' Attention in Class

Keeping students focused can also be aided by concerned, interested parents. When parents discuss homework and other things that go on in school with their children on a regular basis, children are more likely to pay attention in class. More than 40% of the children whose parents rarely speak to them about school or homework say that they listen only some or almost none of the time in their classes, compared to about three out of ten children whose parents speak to them about school 2 to 3 times a week or more (Table 4-13).

OBSERVATION: Given these data, it is clear that keeping children focused on task is a joint responsibility shared between the school, teachers and parents. Parents who assign this task to the school, without any personal involvement on their part are less likely to have children who pay attention.

Table 4-1

How Teachers Rate Their Peers on Various Aspects of Performance

QUESTION: **Now, I'm going to read you a list of several aspects of teaching performance. For each item, please tell me whether you would rate the teachers in your school as excellent, good, fair, or poor.**

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	%	%	%	%	%
[illegible]					
[illegible]	28	60	7	*	6
[illegible]	41	47	9	*	3
[illegible]	58	39	2	*	1
[illegible]	32	56	11	*	1
[illegible]	31	57	10	1	1
[illegible]	25	48	22	5	1

---

*Less than 0.5%.

Table 4-2

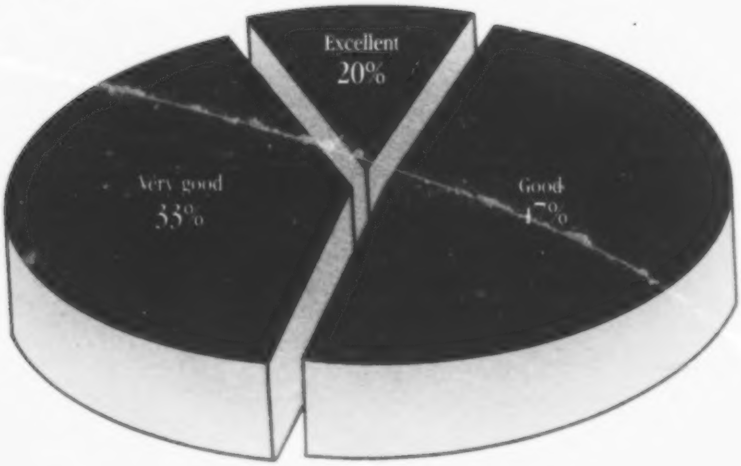
How Students Rate Their Teachers on Various Aspects of Performance

QUESTION: **The following is a list describing teachers' performance. For each, please tell me how many of your teachers do it this way. Would it be all of them, many, some, a few, or hardly any?**

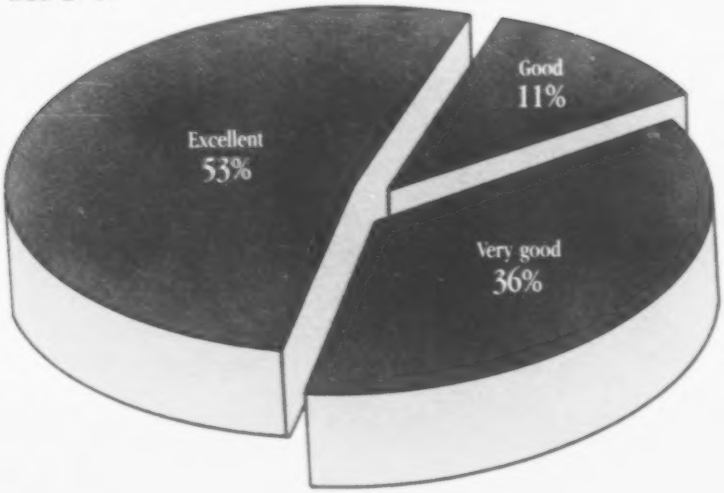
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%	%	%
[illegible]	2733	51	35	11	3	1
[illegible]	2730	46	37	13	3	1
[illegible]	2727	23	36	30	8	2
[illegible]	2725	26	31	28	11	4
[illegible]	2725	25	32	26	11	6
[illegible]	2726	25	29	27	13	6

Table 4-3 *A Comparison of Teachers' and Students' Overall Assessment of Teachers' Performance**

TEACHERS
BASE 1208



STUDENTS
BASE 2740



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*See Appendix B for details for the construction of these two indices.

Table 4-4

The Extent of Teachers' Individual Attention and Encouragement of Student Participation (Teachers)

QUESTION: In the conduct of your classes, how often do you do each of the following?

a: Give students individual attention

b: Recognize students for their good performance

c: Encourage students to participate in class

d: Give feedback, such as comments other than grades, to students' homework assignment

e: Structure classroom activities to stimulate students to get excited about subject matter

Would it be often, sometimes, occasionally, or never?

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1208	1208	1208	1208	1208
	%	%	%	%	%
[illegible]	81	91	96	80	78
[illegible]	16	8	3	13	20
[illegible]	3	1	1	3	2
[illegible]	*	*	*	2	—
[illegible]	*	—	—	2	*

---

*Less than 0.5%.

Table 4-5

The Extent of Teachers' Individual Attention and Encouragement of Student Participation (Students)

QUESTION: How often do your teachers give you feedback, such as comments other than grades, on your homework assignments?

QUESTION: How often do you think good students are given recognition by teachers in your school?

QUESTION: How often do you have classroom activities that get you excited about the subject matter?

QUESTION: How often are you encouraged by your teachers to ask questions in class?

QUESTION: How often do you feel that you get personal attention from your teachers?

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	2734	2729	2735	2736	2739
Total	%	%	%	%	%
All of the time	10	21	4	20	6
Most of the time	26	36	13	29	19
Sometimes	37	29	36	28	34
A few times	14	8	25	14	21
Hardly ever	13	5	22	9	20

Table 4-6

Percent of Students Evaluating Teachers as "Excellent" by Key Measures of Demography and Experience

[illegible]	[illegible]	[illegible]
		%
[illegible]	**2740**	**53**
[illegible]	979	64
[illegible]	777	46
[illegible]	984	47
[illegible]	755	50
[illegible]	972	51
[illegible]	1013	56
[illegible]	1752	55
[illegible]	303	47
[illegible]	215	45
[illegible]	1763	56
[illegible]	330	52
[illegible]	173	41
[illegible]	459	43
[illegible]	1129	60
[illegible]	453	51
[illegible]	288	50
[illegible]	856	44
[illegible]	438	37
[illegible]	1002	46
[illegible]	1300	63

Table 4-6 *(continued)* *Percent of Students Evaluating Teachers as "Excellent" by Key Measures of Demography and Experience*

[illegible]	[illegible]	[illegible]
		%
Total	2740	53
[illegible]		
[illegible]	303	72
[illegible]	1188	59
[illegible]	1249	41
[illegible]		
[illegible]	934	66
[illegible]	1135	50
[illegible]	671	39
[illegible]		
[illegible]	1286	69
[illegible]	917	46
[illegible]	537	25
[illegible]		
[illegible]	495	56
[illegible]	1276	55
[illegible]	969	48
[illegible]		
[illegible]	2247	58
Less	220	27
Relationships between Teachers and Students		
Excellent	392	75
Very good	1501	59
Good	805	31

---

*Base changes slightly for each subject.

**See Appendix B for details about the construction of these indices.

Table 4-7

Teachers' Ratings of Other Teachers' Performance and Their Evaluation of Various Aspects of the Student-Teacher Relationship

		[illegible]		
	[illegible]	[illegible]	VERY [illegible]	[illegible]
		%	%	%
[illegible]	**1208**	**20**	**33**	**47**
[illegible]				
[illegible]	621	26	34	40
[illegible]	298	15	34	51
[illegible]	330	12	32	56
[illegible]				
[illegible]	171	11	27	62
[illegible]	420	13	31	56
[illegible]	617	27	37	36
The Extent of [illegible] Personal [illegible]				
[illegible]	549	33	38	30
Moderate	436	12	34	55
Weak	223	3	21	76
The Extent of [illegible]				
[illegible]	937	23	33	43
Moderate	246	10	35	55
Weak	25	5	26	69
The Extent of [illegible] Students [illegible]				
Strong	1089	21	34	45
Moderate	96	12	34	54
Weak	23	—	26	74

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*See Appendix B for details about how the index was constructed.

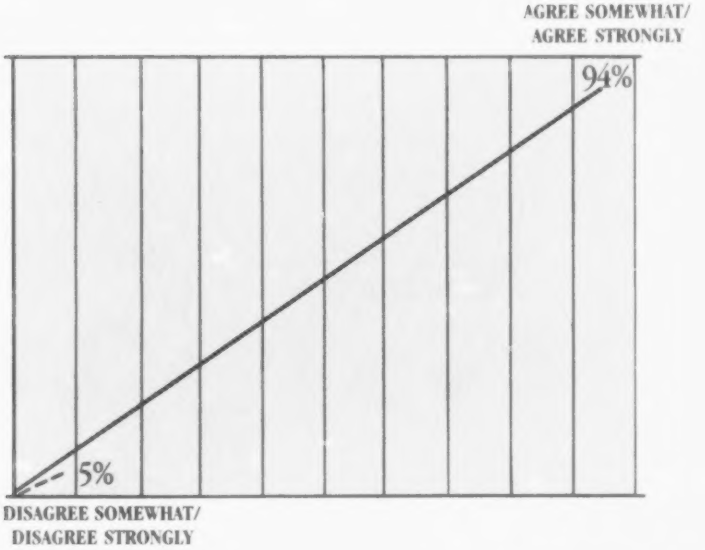
Table 4-8 Teachers' Assessment of Students' Needs

QUESTION: **For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly . . . students today need more help and support than they used to.**

QUESTION: **For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly . . . students who need special attention can usually get the help they need.**

BASE 1208

Students today need more help and support than they used to



BASE 1208

Students who need special attention can usually get the help they need

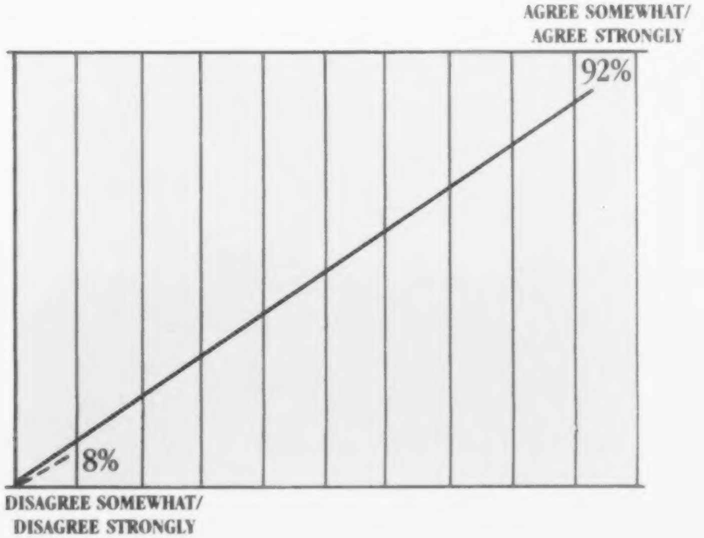


Table 4-9 *Percent of Students Who Need Help with Schoolwork Outside of Class*

QUESTION: What percentage of your students need help with school work outside of class?

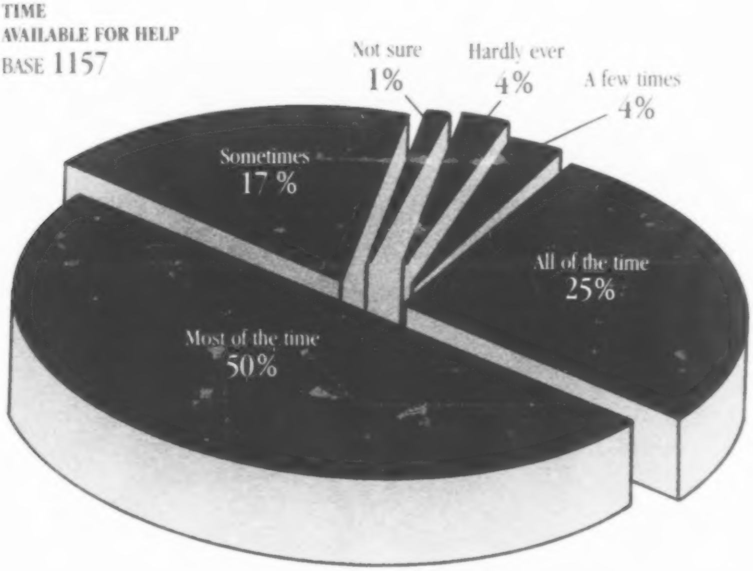
	[illegible]
[illegible]	1208
	%
[illegible]	24
[illegible]	16
[illegible]	34
[illegible]	9
[illegible]	14
[illegible]	
[illegible]	37

Table 4-10 *Availability of Teachers to Help Students Outside of Class*

Base: Teachers who have students who need help with school work outside of class

QUESTION: How often are you available to help them — are you available all of the time, most of the time, sometimes, a few times, or hardly ever?

QUESTION: When you are not available, how often is *other* help available — is it available all of the time, most of the time, sometimes, a few times, or hardly ever?



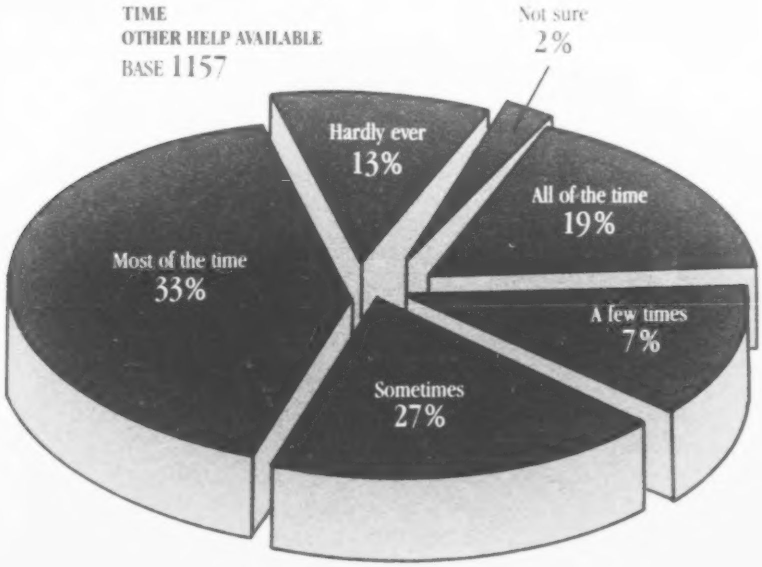
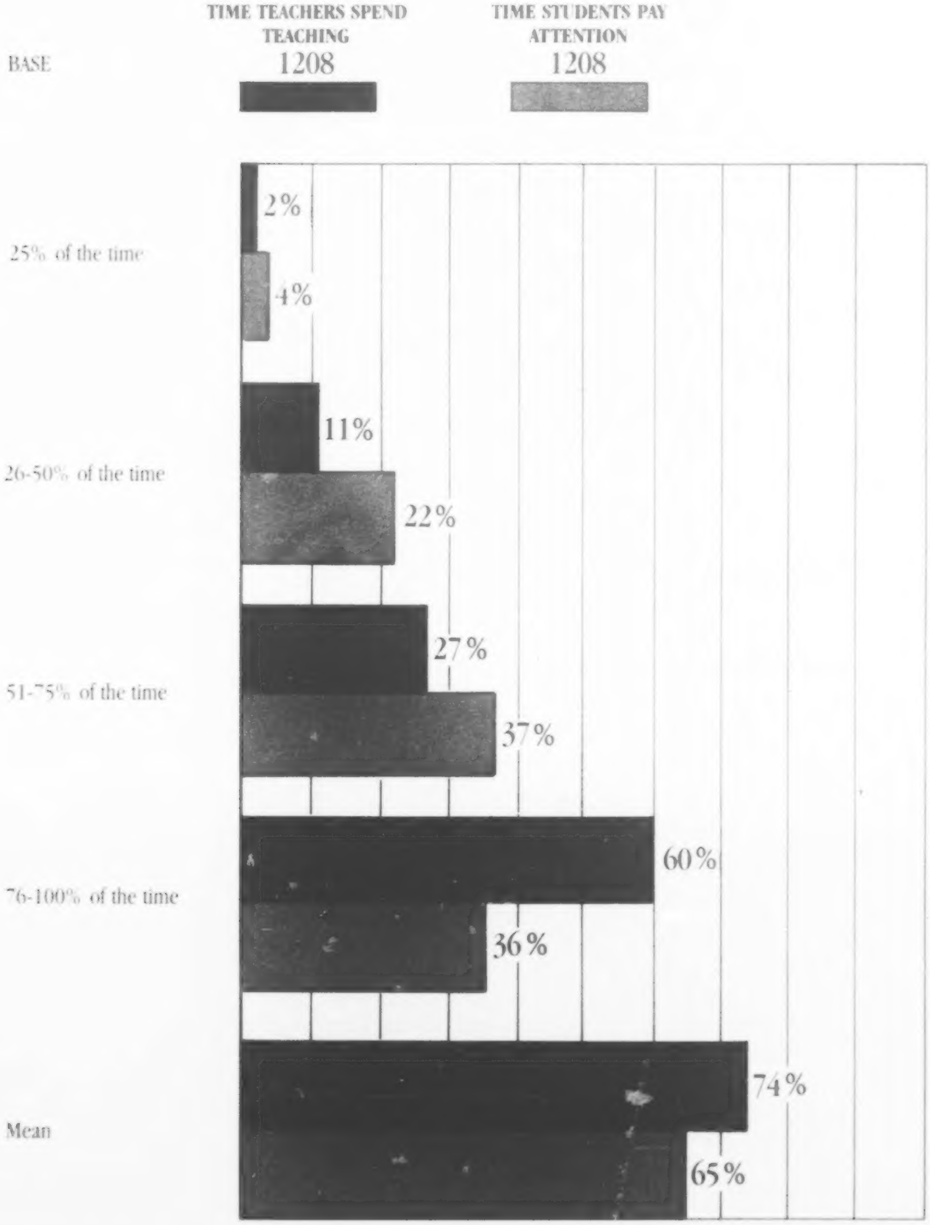


Table 4-11

Percentage of Class Time Teachers Spend Teaching/ Time Students Pay Attention

QUESTION: Thinking about all the time you spend in class with students, about what percentage of that time do you actually spend teaching as opposed to disciplining or adminstrative work?

QUESTION: What percentage of the time that you are actually teaching are your students really paying attention?



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*Less than 0.5%.

Table 4-12 *Time Students Spend Listening by Subject Area*

QUESTION: **When you are in each of your classes, and your teacher is teaching, about how much of the time are you *really* listening?**

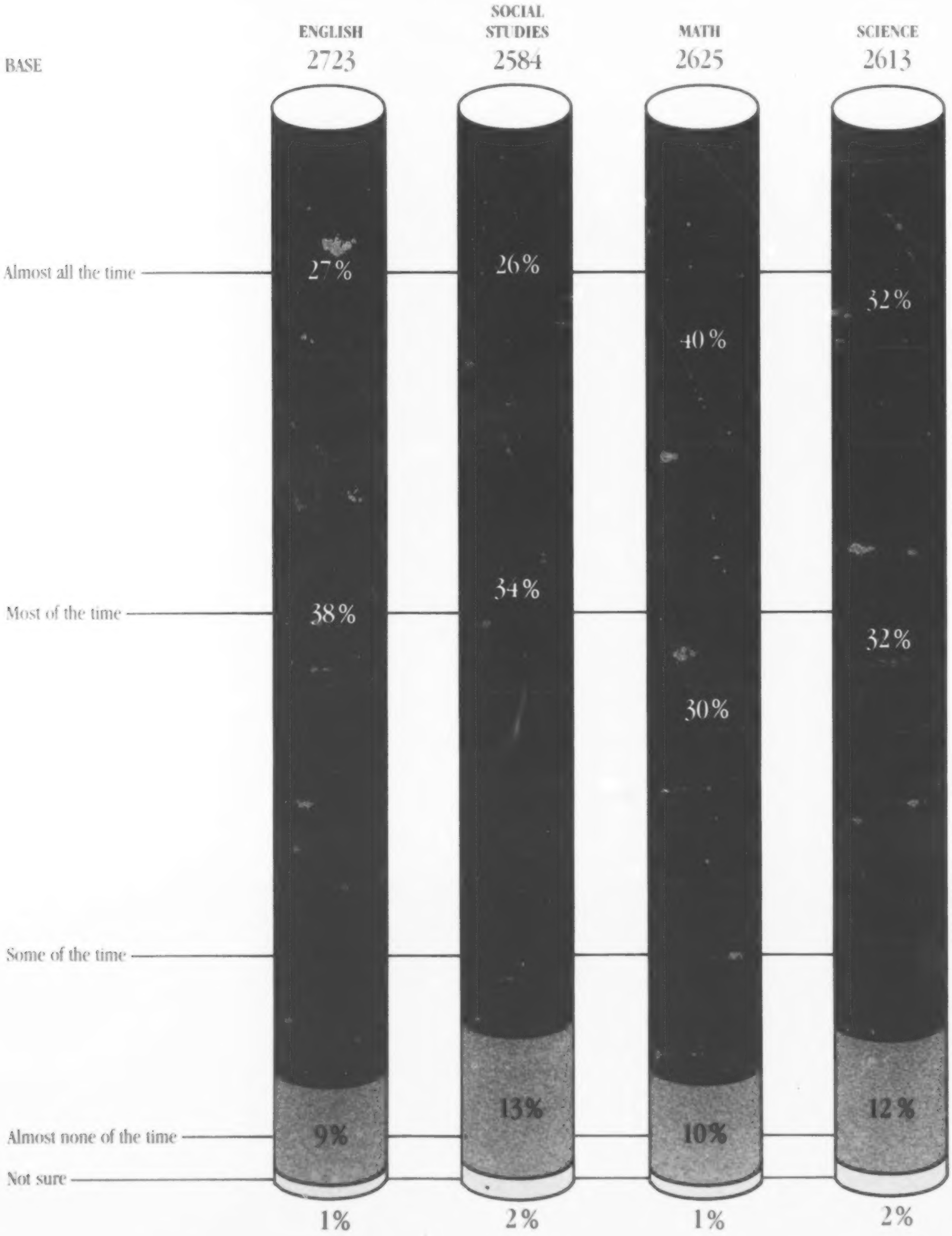

Table 4-13

Demographic and School Related Experiences of Students Who Listen Only Some or Almost None of the Time

QUESTION: When you are in each of your classes, and your teacher is teaching, about how much of the time are you ***really*** listening?

[illegible]	[illegible]	LISTEN ONLY SOME OR ALMOST NONE OF THE TIME			
		[illegible]	SOCIAL [illegible]	[illegible]	[illegible]
		%	%	%	%
[illegible]	**2740**	**33**	**38**	**29**	**33**
[illegible]	1309	38	38	31	32
[illegible]	1431	30	37	27	34
[illegible]	979	29	36	22	40
[illegible]	777	34	38	29	37
[illegible]	984	38	38	37	34
[illegible]	755	30	36	25	29
[illegible]	972	35	40	33	36
[illegible]	1013	36	36	27	33
[illegible]	1753	35	37	30	31
[illegible]	303	27	35	19	35
[illegible]	215	37	37	31	43
[illegible]	929	27	31	27	30
[illegible]	1724	38	41	31	35
[illegible]					
[illegible]	1763	29	35	24	30
[illegible]	330	34	37	33	30
[illegible]	173	45	46	39	38
Rarely	459	47	47	39	47

(continued)

Table 4-13 *(continued)* *Demographic and School Related Experiences of Students Who Listen Only Some or Almost None of the Time*

QUESTION: When you are in each of your classes, and your teacher is teaching, about how much of the time are you *really* listening?

		LISTEN ONLY SOME OR ALMOST NONE OF THE TIME			
	BASE*	ENGLISH	SOCIAL STUDIES	MATH	SCIENCE
		%	%	%	%
Total	**2740**	**33**	**38**	**29**	**33**
Frequency of Discussions With Parents About Homework					
2-3 times a week or more	1129	25	30	21	27
Once a week	453	34	39	29	32
Once a month	288	38	40	33	37
Rarely	856	44	48	38	42
Extent of School Problems					
Very serious	438	43	48	35	39
Somewhat serious	1002	38	39	36	39
Not serious	1300	27	33	22	29
The Extent to Which Teachers Encourage Individual Participation					
Strong	303	21	23	24	26
Moderate	1188	31	34	26	32
Weak	1249	39	44	33	37
The Extent of Individual Attention Students Receive					
Strong	934	28	33	26	31
Moderate	1135	35	38	30	33
Weak	671	40	41	30	38
The Extent of Teachers' Personal Interest and Caring					
Strong	1286	29	32	24	28
Moderate	917	35	40	31	36
Weak	537	44	47	37	42

---

*Bases vary slightly for each subject

(continued)

Table 4-13 *(continued)* *Demographic and School Related Experiences of Students Who Listen Only Some or Almost None of the Time*

QUESTION: When you are in each of your classes, and your teacher is teaching, about how much of the time are you *really* listening?

	BASE*	LISTEN ONLY SOME OR ALMOST NONE OF THE TIME			
		ENGLISH	SOCIAL STUDIES	MATH	SCIENCE
		%	%	%	%
Total	**2740**	**33**	**38**	**29**	**33**
The Extent of Informal Interaction					
A great deal	495	30	34	24	30
Some	1276	34	34	29	34
Little/none	969	36	43	31	34
Evaluation of Teachers' Performance					
Excellent	1450	27	29	24	27
Good	996	40	45	33	38
Fair/poor	294	45	54	42	39

---

*Bases vary slightly for each subject.

Table 4-14

Time Teachers Spend Teaching, the Time Students Pay Attention and Teachers' Demographic Characteristics and Relationship with Students

	[illegible]	[illegible]	[illegible]
		%	%
[illegible]	**1208**	**13**	**26**
[illegible]	112	17	41
[illegible]	191	19	26
[illegible]	517	11	25
[illegible]	386	11	23
[illegible]	621	15	24
[illegible]	298	14	30
[illegible]	330	9	27
[illegible]	174	23	25
[illegible]	116	11	21
[illegible]	260	8	19
[illegible]	402	14	29
[illegible]	252	12	31
[illegible]	891	12	25
[illegible]	308	22	29
[illegible]	171	17	36
[illegible]	420	17	31
[illegible]	617	9	19
[illegible]	740	9	20
[illegible]	328	15	32
[illegible]	140	32	49

CHAPTER 5: TEACHERS' AND STUDENTS' PERCEPTIONS OF STUDENTS' PERFORMANCE AND ENTHUSIASM FOR LEARNING

Even under ideal circumstances — strong parental support, few serious problems in the school, and strong relationships between students and teachers — how much time is actually spent learning in the classroom, to a large extent, depends on the motivation of students. When students like the subject matter, when they are more interested in the topic, they tend to listen much more often. In science, for example, 59% of the students who say that science is their favorite subject listen almost all the time, compared to only 18% of those who say that science is their least favorite subject (Table 5-1).

Although most teachers say that the majority of their students are motivated to learn, almost one in five says that all or most of their students fall a long way short of their potential (Table 5-2). This is compounded by the amount of learning that takes place outside the classroom. About one out of four teachers says that only a few of their students want to learn more beyond the classroom; less than one in three says that all or most of their students want to do so (Table 5-2).

Students' Enthusiasm for Learning

While the number of less motivated students is substantial, the majority of teachers say that all or most of their students:

- Feel enthusiastic about what they learn in school (58%); and
- That they really want to do well in class (76%) (Table 5-2).

In addition, the vast majority of students report that they really want to do as well as they can in school (92%) (Table 5-3).

Nonetheless, substantial numbers of students are less than enthusiastic about their education. Students' lack of enthusiasm is manifest in several ways: only slightly more than half (51%), for example, say they get very upset when they get a very low grade (Table 5-4). Only 44% look forward to going to school (Table 5-5). Most either don't care one way or the other (33%) or really don't like going to school (23%). And while slightly more than half regularly read books or articles that have not been assigned but which interest them personally, 30% do so only once a month or less (Table 5-6).

OBSERVATION: **While the majority of students are enthusiastic about their education, there is a significant minority among the nation's school children whose degree of enthusiasm for learning could be improved.**

What Affects Students' Enthusiasm?

The lack of enthusiasm for going to school is relatively equally distributed among school children of various socio-economic backgrounds, as indicated by their parents' education level (Table 5-7).

Positive attitudes toward school decreases as students progress from grade to grade, with high school students exhibiting the lowest level of enthusiasm for going to school.

Students' enthusiasm is also linked to the number of serious problems in the school. It is much more difficult for students to look forward to going to a school where alcohol, drugs, and violence are commonplace (Table 5-7).

Parental involvement is also important. When parents discuss homework and other things that happen at school with their children, students are much more likely to look forward to going to school. A lack of interest on the part of parents leads to a significant increase in students' negative attitude toward attending school. For example, only 17% of those students whose parents discuss homework with them at least two or three times a week say they really don't like going to school, compared to 33% of those whose parents rarely or never discuss homework (Table 5-7).

Thus, the school environment and parental support enhance students' enthusiasm for learning. Moreover, students are more likely to feel positively about going to school when they:

- Perceive their teachers as "excellent";
- Teachers express personal interest and concern for them;
- Teachers encourage individual participation and students receive individual attention;
- Teachers interact with students informally outside of class;
- Students see teachers as role models; and when
- They perceive the overall relationship between teachers and students positively (Table 5-7).

Time Spent on Homework

Given the amount of time that teachers actually spend teaching and students really pay attention in class, following up on assignments and reinforcing the learning that takes place in the classroom at home becomes an important part of the learning process.

The vast majority of students (78%) spend one hour or less doing homework and almost one in three (31%) spend less than half an hour a day on homework (Table 5-8).

Girls are somewhat more likely to work harder outside of class than boys: 38% of the boys spend less than half an hour on their homework compared to 25% of the girls (Table 5-9). Interestingly, there is no difference between elementary and high school in this regard. About one out of three students at each of these grade levels spends less than one half hour a day on homework.

Parental education level and ethnic background are of little relevance in understanding the amount of time students say they spend on their homework. What parents do, however, is important. When parents are involved in their children's education, students are much more likely to do homework: Almost half (47%) of those students whose parents rarely or never talk to them about homework do less than half an hour a day of it, compared to only 21% of those whose parents discuss homework with them at least two or three times a week.

Students who perceive teachers as "excellent," who perceive their teachers as personally interested in them and whose teachers express high expectations of them, are likely to do more homework (Table 5-9). The impact of teachers in this area, however, is slight compared to other aspects of the learning process discussed in this report.

Time Spent Watching TV

Few children can see the connection between the school and homework they do today and the job they will be able to attain 20 years from now. With this in mind, it is easy to understand why, if faced with the choice of homework or watching television, most children will pick the latter over the former. Only about 30% watch two hours of television a day or less (Table 5-10). More than one in five watches six hours a day or more, and 12% watch eight hours a day or more.

Minority students and elementary school children are especially susceptible to spending a great deal of time in front of the television (Table 5-11).

This strong attraction to television is as likely to be found in homes where parents are well educated as in homes where parents are less educated. In fact, neither parental involvement in the education process nor teachers' relationships with their students have much effect in limiting the amount of time devoted to television (Table 5-11).

Teachers' Evaluation of Student Performance

Grades ostensibly measure skill levels. However imperfect, they remain the bottom line in assessing educational achievement.

Teachers evaluated the skill levels of their students in seven different areas: reading, writing, math, computer literacy, foreign language, science, and the humanities. Overall, teachers evaluate the area of foreign languages as the weakest (Table 5-12). Two out of three teachers say that students are fair or poor in this area. Close behind were the humanities, writing skills and computer literacy where almost half of the teachers (47-48%) say students are either fair or poor. One out of three teachers report that students are fair or poor in science and more than one out of four (27-28%) say that students are fair or poor in reading and math.

Excellence among students, say teachers, is rare in any of these subject areas, ranging from only five percent in the foreign languages to eighteen percent in reading. The number of teachers reporting student "excellence" averages just slightly over eleven percent across the seven topical areas.

As grade level increases, teachers' evaluations of students' competencies decline. Seventy-two percent of the elementary school teachers, for example, evaluated their students as having excellent reading skills, compared to only 58% of the high school teachers (Table 5-13).

However, positive assessment of students' computer literacy, foreign language skills, and science skills, increases among teachers in the upper grades. For example, 72% of the high school teachers say that their students are "good" or "excellent" in science, compared to 56% of the elementary school teachres (Table 5-13).

Teachers' assessment of students' achievement in school is related to their relationship with students. With the single exception of foreign language skills, teachers say that students perform much better in all subjects when the student-teacher relationship is positive. In science, for example, 68% of the teachers who say that the student-teacher relationships are strong, positive say that student performance is excellent, compared to only 44% of those who say the student-teacher relationship is weak.

Not surprisingly, teachers also report that student achievement is more positive no matter what the subject area when:

- They perceive teachers' performance as excellent;
- They report that teachers at their school encourage individual participation and give students individual attention; and when
- Teachers at their school show personal interest in their students (Table 5-13).

OBSERVATION: **The data presented above, as well as much of that presented throughout this report, show that teachers responsibilities go far beyond merely presenting knowledge to students. Effective teaching is enhanced by a positive relationship with students.**

Students Evaluate Their Performance

Although fewer teachers rate students as "excellent" as students who say they receive "A"s, reports from both teachers and students are very similar in terms of the trends in achievement across demographic characteristics and school environment. Teachers and students agree, for example, that performance declines in the basic subjects — English and mathematics — as the education process progresses. For example, 31% of the elementary school students report they got an "A" in math, compared to only 18% of the high school students (Table 5-15). Grades for social studies and science, however, are very similar across grade levels.

OBSERVATION: **The decline in achievement in the basic subjects as the education process moves through the school years is of grave concern as these subjects are at the root of all others and the basis of higher education.**

Students' family background is also an important element in understanding student achievement. Minorities and those whose parents have less formal education are also less likely to report getting "A"s in any of their subjects, compared to students who have parents with more education. In science, for example, only 22% of those students whose fathers did not graduate from high school receive A's, compared to 36% of those whose father is a college graduate.

Not only is parental education important, but so too is parental involvement in the educational process. Children whose parents discuss school and homework with them regularly are more likely to get A's than children whose parents are uninvolved (Table 5-15).

While a troubled school environment inhibits student grades slightly, teachers' performance is even more important in enhancing it. Like teachers, students report higher achievement when they perceive teachers as "excellent" and when teachers:

- Encourage individual participation and provide students with individual attention;
- Interact with their students informally outside of class; and
- When they show personal interest in their students (Table 5-15).

OBSERVATION: Learning is a complex partnership between teachers and students. If students are to achieve, it is important that teachers be prepared to teach and able to form positive relationships with their students. The responsibility for student achievement, however, cannot be placed solely upon teachers. Students need to be motivated to learn if the process is to be successful. Parents should be actively involved with their childrens' education and in promoting a trouble free school environment.

Table 5-1

Percent of Students Who Listen Almost All the Time in English, Social Studies, Math or Science Classes by Favorite Subjects

QUESTION: **When you are in each of your classes, and your teacher is teaching, about how much of the time are you *really* listening?**

	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	SOCIAL [illegible]	[illegible]	[illegible]
	%	%	%	%
[illegible]				
[illegible]	**27**	**26**	**40**	**32**
[illegible]	42	49	61	59
[illegible]	18	15	27	18

Table 5-2 *Teachers' Assessment of Students' Motivation to Learn*

QUESTION: How many of your students (READ EACH ITEM)? Would you say all of them, most of them, some of them, only a few, or none?

BASE: 1208	ALL OF THEM	MOST OF THEM	SOME OF THEM	ONLY A FEW	NONE	NOT SURE
Really want to do well in class	11%	65%	19%	4%	*	*
Fall a long way short of their potential	2%	16%	47%	32%	2%	*
Who do well are looked up to by other students	15%	45%	27%	11%	1%	1%
Feel enthusiastic about what they learn at school	7%	51%	34%	7%	*	*
Want to learn more beyond classroom and textbooks	5%	24%	46%	24%	1%	1%

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*Less than 0.5%.

Table 5-3 *The Extent to Which Students Want to Do Well*

QUESTION: Do you usually want to do as well as you can in school, or doesn't it matter?

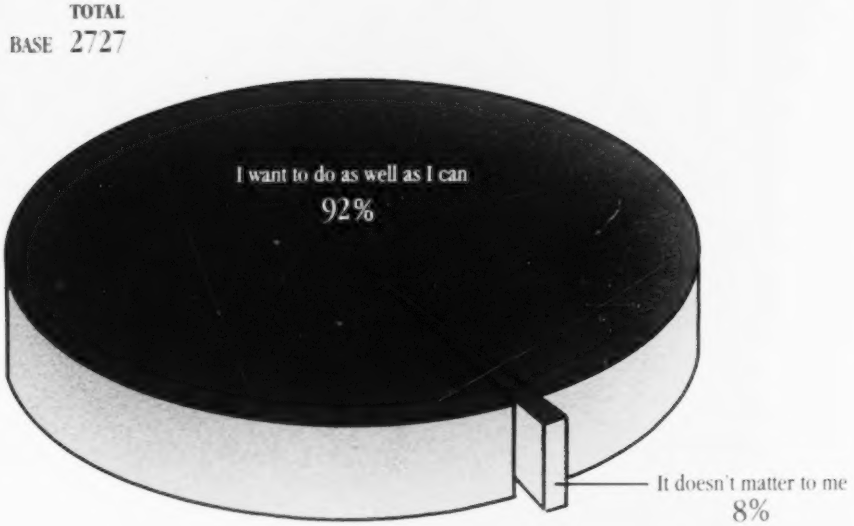


Table 5-4 *Students' Feelings About Low Grades*

QUESTION: How does it make you feel when you get a really low grade? Do you feel:

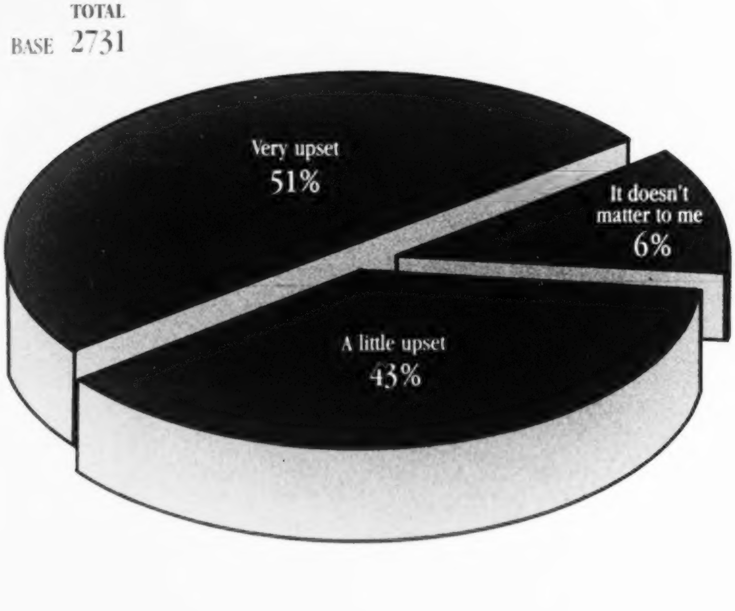


Table 5-5 *Students' Feelings About Going to School*

QUESTION: **How do you feel about going to school?**

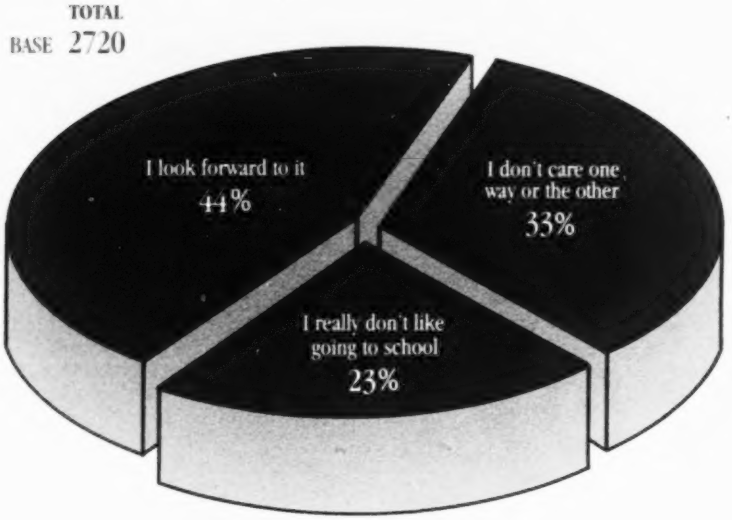


Table 5-6 *The Extent of Extra Work for Personal Interest Among Students*

QUESTION: **How often do you read books or articles that have not been assigned but interest you personally?**

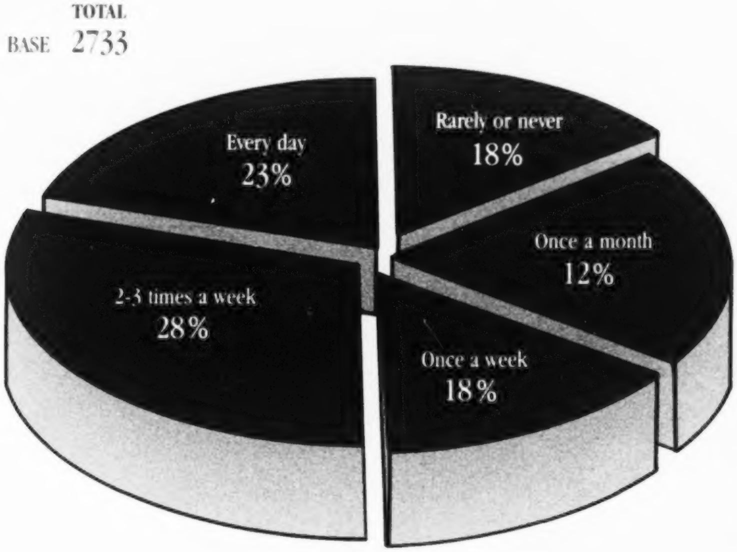


Table 5-7

Students' Feelings About Going to School, Students' Demographic Characteristics and Various Aspects of the Student-Teacher Relationship

QUESTION: **How do you feel about going to school?**

	[illegible]	I LOOK FORWARD [illegible]	I DON'T CARE ONE WAY OR [illegible]	I REALLY DON'T LIKE GOING TO [illegible]
		%	%	%
Total	**2721**	**44**	**33**	**23**
Sex				
Male	1297	41	32	27
Female	1424	46	35	20
School Level				
Elementary [illegible]	974	52	26	23
Junior [illegible]	773	40	36	24
High school [illegible]	974	39	39	23
Class Size				
Less than 20	366	39	37	24
20-25	1016	42	35	23
26-30	758	46	30	24
More than 30	279	49	33	18
Father's Education				
Less than high school	297	44	32	24
High school	773	43	33	24
Some college	352	38	40	22
College graduate/above	762	42	37	21
Mother's Education				
Less than high school	301	42	30	27
High school	938	41	36	22
Some college	374	45	35	20
College graduate/above	709	43	35	22
Ethnicity				
White	1745	37	39	24
Black	299	72	16	12
Hispanic	212	54	25	21

(continued)

Table 5-7 *(continued)* *Students' Feelings About Going to School, Students' Demographic Characteristics and Various Aspects of the Student-Teacher Relationship*

QUESTION: **How do you feel about going to school?**

	[illegible]	I LOOK FORWARD TO IT	I DON'T CARE ONE WAY OR [illegible]	I REALLY DON'T LIKE GOING TO [illegible]
		%	%	%
Total	**2721**	**44**	**33**	**23**
School Location				
Urban	755	54	27	19
Suburban	972	39	37	24
Rural	1013	42	33	25
[illegible]				
Yes	923	54	29	17
No	171	37	36	27
[illegible]				
[illegible]	1752	48	32	20
[illegible]	327	35	40	24
[illegible]	173	32	38	30
[illegible]	455	36	33	31
[illegible]				
[illegible]	1123	54	29	17
[illegible]	451	40	40	20
[illegible]	288	36	42	22
[illegible]	846	34	33	33
[illegible]				
[illegible]	432	36	38	26
[illegible]	994	38	37	24
[illegible]	1295	50	29	21
Evaluation of Teachers' Performance				
Excellent	1445	50	32	19
Good	987	39	36	25
Poor/fair	289	30	32	38

(continued)

Table 5-7 *(continued)* *Students' Feelings About Going to School, Students' Demographic Characteristics and Various Aspects of the Student-Teacher Relationship*

QUESTION: How do you feel about going to school?

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		%	%	%
[illegible]	2721	44	33	23
[illegible]	301	68	20	12
[illegible]	1181	49	30	20
[illegible]	1239	32	39	28
[illegible]	929	56	29	15
[illegible]	1126	40	36	24
[illegible]	666	33	35	31
[illegible]	1279	53	30	17
[illegible]	913	40	36	24
[illegible]	529	27	37	36
[illegible]	490	56	30	14
[illegible]	1269	45	33	22
[illegible]	962	35	36	29

Table 5-8 *Time Students Spend On Homework*

QUESTION: How many hours a day do you spend on your homework?

TOTAL
BASE 2730

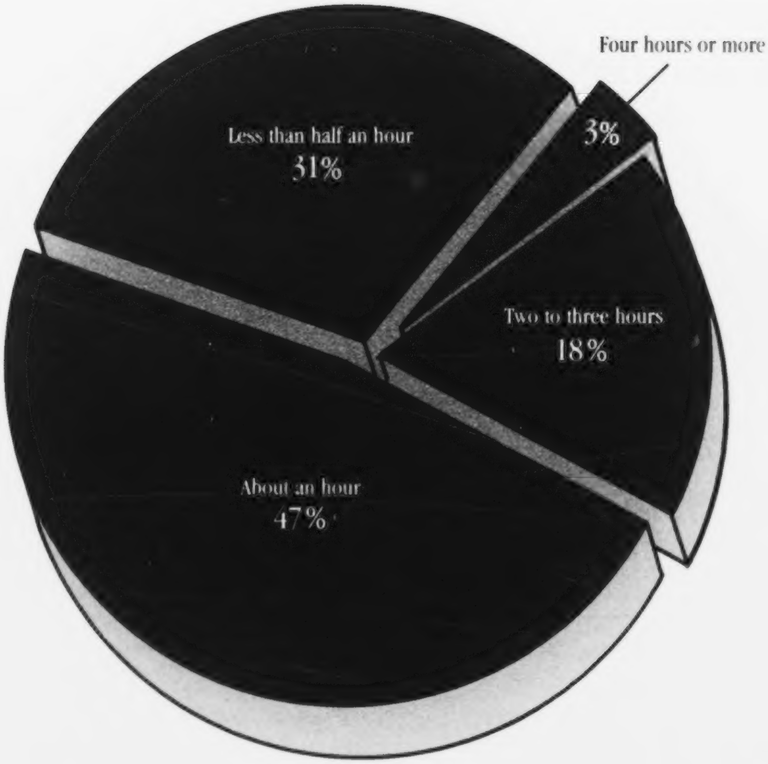


Table 5-9

The Relationship Between Time Spent on Homework, Demographic Characteristics of Students and Various Aspects of the Student-Teacher Relationship

QUESTION: **How many hours a day do you spend on your homework?**

[illegible]	[illegible]	[illegible]
		%
[illegible]	**2730**	**31**
[illegible]	1304	38
[illegible]	1426	25
[illegible]	976	34
[illegible]	774	24
[illegible]	980	34
[illegible]	368	26
[illegible]	1019	30
[illegible]	758	34
[illegible]	280	35
[illegible]	300	36
[illegible]	777	30
[illegible]	355	30
[illegible]	762	28
[illegible]	304	32
[illegible]	945	31
[illegible]	372	28
[illegible]	711	29
[illegible]	1750	30
[illegible]	300	37
[illegible]	214	36

(continued)

Table 5-9 *(continued)*

The Relationship Between Time Spent on Homework, Demographic Characteristics of Students and Various Aspects of the Student-Teacher Relationship

QUESTION: **How many hours a day do you spend on your homework?**

[illegible]	[illegible]	[illegible]
		%
[illegible]	**2730**	**31**
[illegible]	1758	27
[illegible]	330	32
[illegible]	173	37
[illegible]	456	44
[illegible]	1126	21
[illegible]	452	25
[illegible]	287	32
[illegible]	853	47
[illegible]	436	36
[illegible]	1000	33
[illegible]	1294	28
[illegible]	1446	28
[illegible]	992	33
[illegible]	292	40
[illegible]	301	26
[illegible]	1185	28
[illegible]	1244	36
[illegible]	930	29
[illegible]	1131	32
[illegible]	669	33

(continued)

Table 5-9 *(continued)* *The Relationship Between Time Spent on Homework, Demographic Characteristics of Students and Various Aspects of the Student-Teacher Relationship*

QUESTION: **How many hours a day do you spend on your homework?**

		%
[illegible]	2730	31
[illegible]	1282	27
[illegible]	914	32
[illegible]	534	38
[illegible]	493	32
[illegible]	1273	31
[illegible]	964	31
[illegible]	2241	29
[illegible]	219	40

Table 5-10 *Extent of Television Watching*

QUESTION: About how much television do you watch each day on school days?

TOTAL
BASE 2736

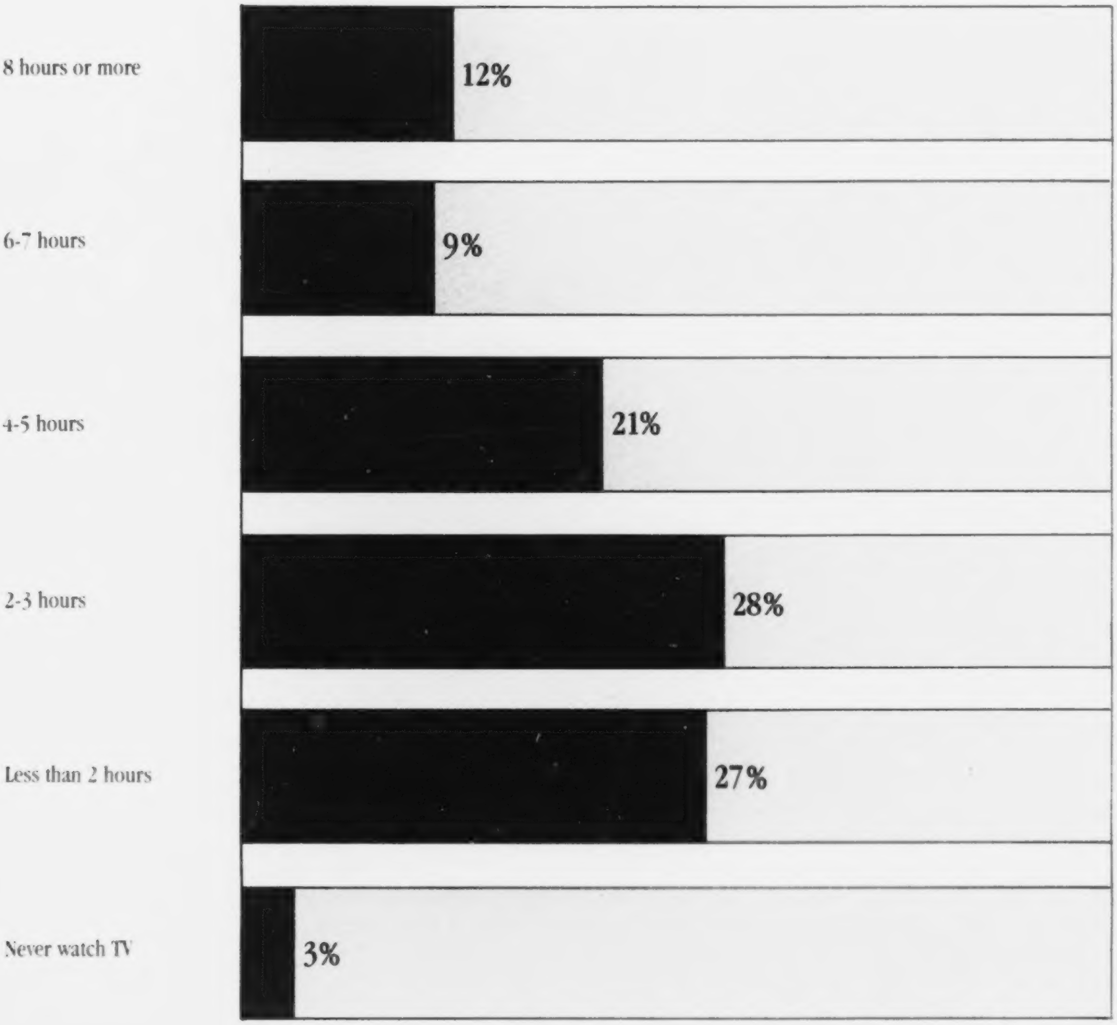


Table 5-11

The Relationship Between TV Watching on School Days, Demographic Characteristics of Students and Their Relationships with Teachers

QUESTION: **About how much TV do you watch each day on school days?**

		%
[illegible]	2736	12
[illegible]	1307	14
[illegible]	1429	11
[illegible]	978	21
[illegible]	775	11
[illegible]	983	5
[illegible]	300	12
[illegible]	776	10
[illegible]	356	7
[illegible]	764	11
[illegible]	304	14
[illegible]	944	11
[illegible]	375	7
[illegible]	712	12
[illegible]	1752	7
[illegible]	302	27
[illegible]	214	19
Urban	755	16
Suburban	972	12
Rural	1013	9

(continued)

Table 5-11 *(continued)* *The Relationship Between TV Watching on School Days, Demographic Characteristics of Students and Their Relationships with Teachers*

QUESTION: **About how much TV do you watch each day on school days?**

		%
	2736	**12**
	1761	11
	330	9
	173	13
	458	18
	1128	13
	452	7
	288	9
	855	14
	438	7
	1000	11
	1298	14
	1450	11
	993	13
	293	15
	303	16
	1187	11
	1246	12
	934	13
	1132	12
	670	11

(continued)

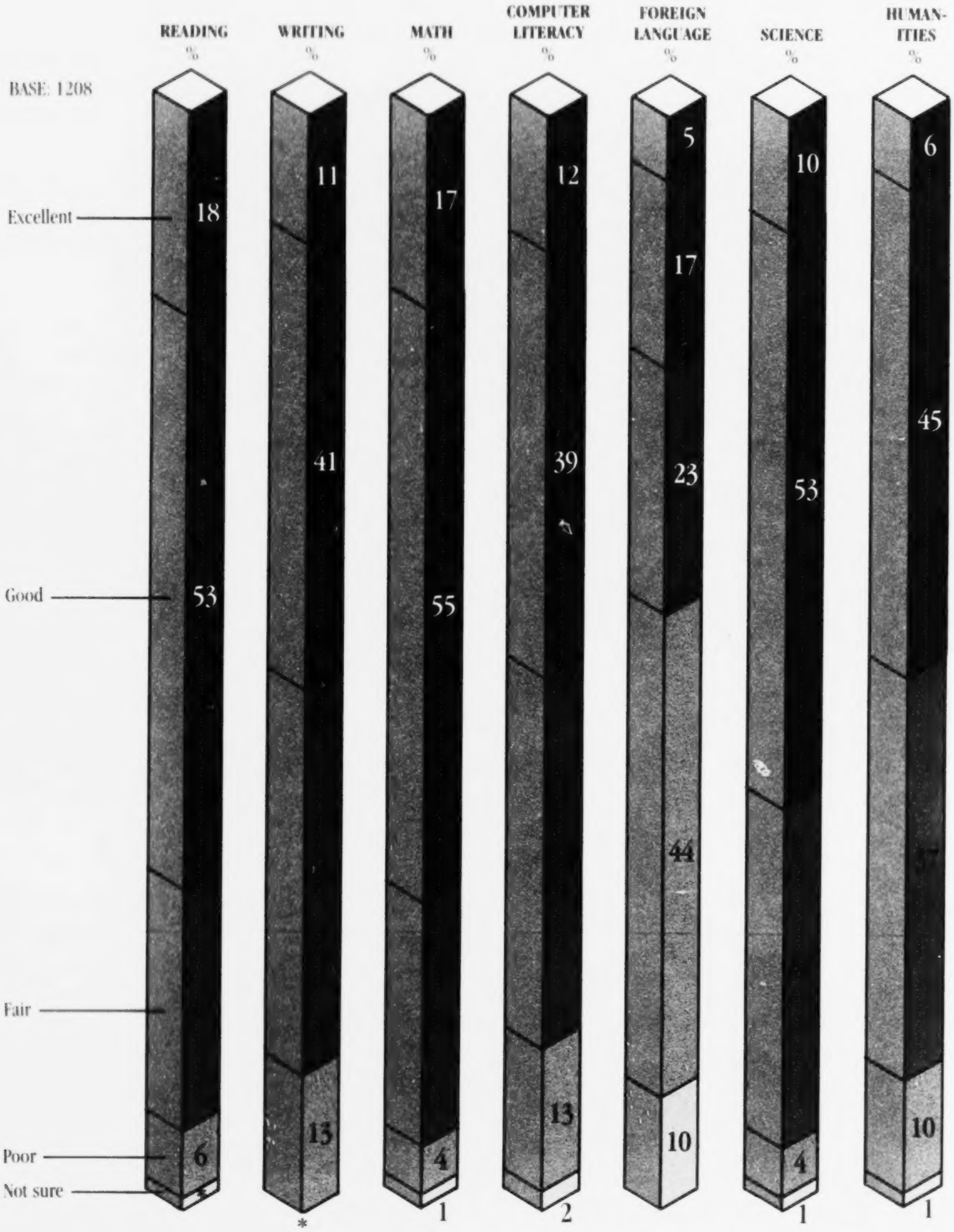
Table 5-11 *(continued)* *The Relationship Between TV Watching on School Days, Demographic Characteristics of Students and Their Relationships with Teachers*

QUESTION: **About how much TV do you watch each day on school days?**

[illegible]	[illegible]	[illegible]
		%
[illegible]	2736	12
[illegible]	1286	13
[illegible]	916	12
[illegible]	534	11
[illegible]	495	13
[illegible]	1275	13
[illegible]	966	11
[illegible]	2245	12
Low	220	13

Table 5-12 *Teachers' Report of Students' Skills Level*

QUESTION: **Here is a list of the skills and knowledge students acquire in the course of learning. How would you rate students at your school on that — excellent, good, fair, or poor?**



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*Less than 0.5%.

Table 5-13

Relationship Between Teachers' Perceptions of Student Performance and Student-Teacher Relationship by Major Subject Area

QUESTION: **Here is a list of the skills and knowledge students acquire in the course of learning. (READ EACH ITEM) How would you rate students at your school on that — excellent, good, fair, or poor?**

	%	%	%	%	%	%	%
1208	**71**	**52**	**72**	**51**	**23**	**63**	**51**
621	72	61	80	48	11	56	51
298	60	40	65	54	25	69	50
330	58	45	63	55	42	72	51
171	40	25	47	50	27	59	37
420	62	46	65	48	25	61	49
617	85	63	84	54	20	65	55
740	78	61	78	54	24	68	56
328	63	40	65	46	21	58	41
140	49	33	54	48	16	44	43
373	75	58	78	56	20	65	54
495	69	50	70	50	21	61	50
340	70	50	70	49	27	64	49
242	87	70	86	64	28	77	72
404	79	60	81	55	26	67	57
562	59	38	59	43	18	54	38

(continued)

Table 5-13 *(continued)* *Relationship Between Teachers' Perceptions of Student Performance and Student-Teacher Relationship by Major Subject Area*

QUESTION: **Here is a list of the skills and knowledge students acquire in the course of learning. (READ EACH ITEM) How would you rate students at your school on that — excellent, good, fair, or poor?**

[illegible]	[illegible]	[illegible]						
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%	%	%	%	%
[illegible]	1208	71	52	72	51	23	63	51
[illegible]	937	75	55	75	53	23	64	54
[illegible]	246	60	44	64	45	21	60	44
[illegible]	25	42	20	59	48	28	65	21
[illegible]	1089	72	53	73	52	22	63	52
[illegible]	96	59	41	66	45	15	57	46
[illegible]	23	63	44	67	51	58	75	43
[illegible]	549	83	65	81	55	22	70	59
[illegible]	436	65	45	69	53	24	60	49
[illegible]	223	51	32	54	38	21	48	34
[illegible]	952	75	57	76	54	24	66	55
[illegible]	256	56	35	57	41	18	51	35

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*Bases vary from item to item.

**See Appendix B for details about the construction of these indices.

Table 5-14 *Students' Self Report of Grades*

QUESTION: **On your last report card, what grade did you get for each subject?**

BASE	ENGLISH 1869*	SOCIAL STUDIES 2512	MATH 2568	SCIENCE 2502
Grade				
A	24%	28%	26%	29%
B	36%	32%	36%	33%
C	26%	25%	22%	25%
D	10%	11%	11%	8%
F	5%	4%	6%	5%

*Asked of junior high and high school students only.

Table 5-15

Relationship of Students' Perceptions of Their Performance, Student Demographic Characteristics and Various Aspects of the Student-Teacher Relationship

QUESTION: On your last report card, what grade did you get for each subject?

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		%	%	%	%
[illegible]	**2740**	**24**	**28**	**26**	**29**
[illegible]	1309	17	28	24	27
[illegible]	1431	30	28	27	31
[illegible]	979	**	26	31	30
[illegible]	777	25	31	28	27
[illegible]	984	21	28	18	29
[illegible]	371	23	31	24	28
[illegible]	1021	25	32	28	30
[illegible]	761	27	26	26	30
[illegible]	280	23	30	31	33
[illegible]	301	22	21	22	22
[illegible]	777	23	29	24	28
[illegible]	356	24	29	24	31
[illegible]	765	28	35	31	36
[illegible]	304	15	23	18	23
[illegible]	946	24	28	26	29
[illegible]	375	25	29	27	28
[illegible]	712	27	34	30	34
[illegible]	1753	26	33	28	32
[illegible]	303	23	19	23	19
[illegible]	215	12	23	17	21
[illegible]	929	30	34	29	33
[illegible]	1724	21	25	24	27

(continued)

Table 5-15 *(continued)* *Relationship of Students' Perceptions of Their Performance, Student Demographic Characteristics and Various Aspects of the Student-Teacher Relationship*

QUESTION: **On your last report card, what grade did you get for each subject?**

		%	%	%	%
	2740	24	28	26	29
	1763	27	30	27	31
	330	26	32	28	29
	173	19	28	24	30
	459	15	20	19	18
	1129	27	30	28	31
	453	25	30	24	29
	288	26	35	17	31
	856	21	22	23	24
	438	19	24	18	28
	1002	24	28	24	26
	1300	27	29	29	31
	1450	28	31	29	32
	996	21	25	24	25
	294	18	23	17	25
	303	31	34	31	35
	1188	25	30	26	29
	1249	22	25	24	27
	934	29	32	29	30
	1135	22	27	24	27
	671	23	25	25	30

(continued)

Table 5-15 *(continued)* *Relationship of Students' Perceptions of Their Performance, Student Demographic Characteristics and Various Aspects of the Student-Teacher Relationship*

QUESTION: On your last report card, what grade did you get for each subject?

		%	%	%	%
	2740	24	28	26	29
	1286	29	31	31	33
	917	23	27	23	27
	537	17	22	19	22
	495	29	37	28	36
	1276	24	26	25	26
	969	22	26	25	29

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*Bases vary from subject to subject.

**Question was worded differently for elementary school students.

APPENDIX A:

SURVEY METHODOLOGY

PART I: THE TEACHERS' SAMPLE

The 1988 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company during April, May, and June 1988. A total of 1,208 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout all states of the U.S. and the District of Columbia. The total number interviewed included an oversample of 208 minority teachers, *also selected at random. Table A-1 describes the demographic characteristics of the teachers.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sizes for complete interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center for Education Statistics.

Interviewing Procedures for Teachers

Each selected teacher was contacted at his or her school by telephone, and requested to participate in the survey. The message included a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Additional screening of race was done in the oversample in order to obtain enough interviews with minority teachers. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

Questionnaire Development

First drafts of the questionnaire were pretested among a sample of 20 teachers. The lessons learned during this testing process provided important refinements to the survey questionnaire, which can be found in Appendix C.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables for each of the two surveys, showing the results for each survey question, both by the total number of respondents interviewed and by important subgroups.

Sample Disposition and Completion Rates for Teachers

The sample disposition for this survey is shown in Table A-2. A total of 9,813 contacts at school were made to yield 1,208 completed interviews with teachers.

Of all the teachers who were contacted at their schools or with whom a message was left, 24% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this figure by comparing the number of teachers that we were able to reach with the complete list of current teachers at their school. We call this the "contact success rate."

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 84% completed an interview. We calculate this "interview completion rate" by dividing the number of completed interviews by the sum of: (1) the number of completed interviews, (2) the number of interview refusals, (3) the number of interviews terminated within the course of the interview, (4) the number of respondents who were left to call back at the time the survey was completed, and (5) the number who were unavailable for the duration of the field period. This "interview completion rate" is just as high as or higher than it has been in previous years.

With reference to Table A-2, the "contact success rate" and the "interview completion rate" have been calculated according to the following formulas:

$$\text{Contact Success Rate at School} = \frac{A+E+F+H+I+J+K+L}{A+E+F+G+H+I+J+K+L} = \frac{2{,}191}{9{,}159} = 24\%$$

$$\text{Interview Completion Rate} = \frac{A}{A+E+H+J+K} = \frac{1{,}208}{1{,}446} = 84\%$$

The disposition of all contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate, according to this or other formulas.

Weighting of the Teachers' Sample

The achieved sample of teachers was weighted to the latest, best available parameters for race and geographic region. This adjusts these key variables, where necessary, to their actual proportions in the population.

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*This is in addition to the minority teachers interviewed for the cross-section. See Table A-2.

Table A-1
DISTRIBUTION OF THE SAMPLE OF TEACHERS

	UNWEIGHTED	WEIGHTED
BASE	1208 #	1208 %
Sex		
Male	355	30
Female	853	70
Experience in Teaching		
Less than 5 years	112	9
5-9 years	191	16
10-19 years	517	44
20 years or more	386	41
Type of School*		
Elementary	621	51
Junior high	298	25
High school	330	28
Race		
White	891	88
Black	222	7
Hispanic	86	4
School Location		
Inner city	174	11
Urban	116	9
Suburban	260	23
Small town	402	35
Rural	252	22

---

*Forty-one teachers taught in both junior high and high school.

Table A-2
DISPOSITION OF THE TEACHER SAMPLE

	CROSS-SECTION	MINORITY OVER-SAMPLE	TOTAL
A. Completed interviews	1,000	208	1,208
B. Nonworking number, wrong number, no new number	25	14	39
C. No longer there, retired, deceased, on leave	200	400	600
D. No answer or busy (after four callbacks)	5	10	15
E. Refused interview	53	36	89
F. Noneligible respondent (screened out or quotaed out)	59	633	692
G. Never returned call after message left at school	2,537	4,431	6,968
H. To call back (study completed before callback was needed)	25	18	43
I. Language barrier	0	0	0
J. Terminated within interview	5	0	5
K. Not available during duration of field period	43	58	101
L. Returned call but not needed by close of field period	48	5	53
TOTAL NUMBER OF CONTACTS	4,000	5,813	9,813

PART II: THE STUDENTS' SAMPLE

The survey data of students was conducted by Louis Harris and Associates for the Metroplitan Life Insurance Company from April to June, 1988. A total of 2,740 field interviews were completed with public school students in grades 4 through 12 from 103 public schools in the continental United States. Table A-3 describes the demographic characteristics of the students.

Selection of the Sample of Students

Louis Harris and Associates drew a random sample of schools covering grades 4 through 12 from a list of 80,530 public schools compiled by Market Data Retrieval of Westport, Connecticut. The sample was stratified on two dimesions — geographic region and size of place. Stratification ensured that the sample represented students in different regions of the country and students in urban, suburban and rural areas. Each school included in the sample was randomly assigned a grade designation. English or Social Studies classes, with a minimum of 20 students of the designated grade, were used for the student interviews.

Interviewing Procedures

The principles of the selected schools were contacted by telephone to obtain consent to allow students in a designated grade to participate in the survey. Next, a teacher at the appropriate grade level was selected at each of the consenting schools and he or she distributed the questionnaires to the class. The teachers assisted the students with standardized instructions provided by Louis Harris and Associates in completing the questionnaires.

Questionnaire Development

A draft of the questionnaire was pretested among a sample of 32 students. The lessons learned during this testing process provided important refinements to the survey questionnaires, which can be found in Appendix C.

Many individuals contributed their comments to the survey questionnaires. Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables for each of the two surveys, showing the results for each survey question, both by the total number of respondents interviewed and by important subgroups.

Sample Disposition and Completion Rates

Since the sampling unit in this survey was schools rather than students, the sample disposition shown in Table A-4 was constructed based on the schools. A total of 667 schools were contacted to yield 103 participating schools where interviews of students were conducted. This sample of 103 schools produced 2,740 student interviews.

Of all the principals who were contacted by telephone at their schools, 90% were willing to participate in the survey. Although there are a number of different methods by which response rates can be calculated, we arrived at this figure by comparing the number of principals who gave us consent with the number of schools that were eligible for the study. We call this the "consent rate."

Of the schools which agreed to participate in the survey, 83% completed interviews. We calculate this "field interview completion rate" by dividing the number of participating schools by the sum of: (1) the number of participating schools, (2) the number of school refusals, (3) the number of schools which were left to call back at the time the survey was completed, (4) the number which were unavailable for the duration of the field period, and (5) the number which did not participate for miscellaneous reasons. The "interview completion rate" for this study was 83%.

$$\text{Consent rate on the telephone} = \frac{B+E+F+G+H+I+J+K}{B+C+E+F+G+H+I+J+K} = \frac{598}{667} = 90\%$$

$$\text{Interview completion rate} = \frac{A}{A+C+E+F+G+H+I+J+K} = \frac{103}{124} = 83\%$$

The disposition of all contacts is provided in Table A-4 so that interested individuals may make their own calculations of response rate, according to this or other formulas.

Table A-3
DISTRIBUTION OF THE SAMPLE OF STUDENTS

	UNWEIGHTED	WEIGHTED
BASE	2740	2740
	#	%
Sex		
Male	1309	48
Female	1431	52
School Level		
Elementary	979	36
Junior high	777	28
High school	984	36
Race*		
White	1753	64
Black	303	11
Hispanic	215	8
School Location		
Urban	755	25
Suburban	972	41
Rural	1013	34
Father's Education*		
Less than high school	301	11
High school	777	28
Some college	356	13
College graduate/above	765	28
Mother's Education*		
Less than high school	304	11
High school	946	34
Some college	375	14
College graduate/above	712	26

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*Substantial numbers of respondents did not answer these questions. That is why the percentages do not add up to 100%.

Table A-4
DISPOSITION OF THE STUDENT SAMPLE

	TELEPHONE CONTACT	FIELD INTERVIEW
A. Participating schools		103
B. Consenting schools	124	
C. Refused to participate	69	4
D. Terminated during contact or interview	—	—
E. To call-back (study completed before callback was needed)	297	8
F. Needed approval from the school district	32	
G. Non-eligible schools (class size below minimum, no designated grade or school was not in session)	65	
H. No answer (after 4 calls)	70	8
I. Not in service	4	
J. Not available during duration of field period	4	
K. Miscellaneous (other non-eligible schools)	2	1
TOTAL NUMBER OF CONTACTS	667	124

Sampling Error

The results achieved from national public cross-sections are subject to sampling error. Sampling error is defined as the difference between the results obtained from the sample and those that would have been obtained had the entire population been surveyed. The size of sampling error varies both with the size of the sample and with the percentage giving a particular answer. The following table sets forth the range of error in samples of different sizes at different percentages of response:

Table A-5

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF PROPORTIONS (PLUS OR MINUS)

Sampling Tolerances (at 95% Confidence Level) to Use in Evaluating Any Individual Percentage Result

APPROXIMATE SAMPLE SIZE OF ANY GROUP ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	APPROXIMATE MAGNITUDE OF RESULTS				
	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,250	2	2	3	3	3
1,000	2	2	3	3	3
500	3	4	4	4	4
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

For example, if the response for a sample size of 1,000 is 30%, in 95 cases out of 100 the response in the total population would be between 27% and 33%.

Note that survey results based on subgroups of small size can be subject to large sampling error.

The recommended allowances for sampling error were calculated based on a simple random sample.

Significance of Difference Between Proportions

The difference between the percentage responses given by two independent samples to the same questions may or may not be significant. To determine whether or not such a difference is indeed significant, the size of the samples involved and the percentage giving each response must be taken into account. The following table shows the margin of error that must be allowed for different sample sizes at different percentages of response:

Table A-6
SAMPLING ERROR OF DIFFERENCE BETWEEN PROPORTIONS

Sampling Tolerances (at 95% Confidence Level) to Use in Evaluating Differences Between Two Percentage Results

	APPROXIMATE MAGNITUDE OF RESULTS				
APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULTS ARE BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,250 vs. 1,250	2	3	4	4	4
1,000	2	3	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

APPENDIX B:

INDEX CONSTRUCTION

THE TEACHERS' SAMPLE

1. The School Problem Index is constructed using the 8 items of Q.20 in the teacher questionnaire. The distribution of the items is shown in Table 2-5. The index is compiled by adding the number of "very serious" problems teachers said existed in their school. The index is scored as follows:

Very Serious = 6-8 "very serious" problems cited by secondary school teachers and 2-3 "very serious" problems cited by elementary school teachers;

Somewhat Serious = 3-5 "very serious" problems cited by secondary school teachers and 1 "very serious" problem cited by elementary school teachers;

Not Serious = 0-2 "very serious" problem cited by secondary school teachers and 0 "very serious" problem cited by elementary school teachers.

2. Index of Teachers' Relationship with students is constructed using the 5 items of Q.7 in the teacher questionnaire. The distribution of these 5 items is shown in Table 3-2. It is based on the counts of "very" for the three items of cooperative, respectful and tolerant, and "not at all" for the two items of distant and strained. The index is scored as follows:

Strong = 4-5 counts;
Moderate = 2-3 counts;
Weak = 0-1 counts.

3. Index of Informal Interaction is constructed using 6 items of Q.10 in the teacher questionnaire (excluding the item of "plans after high school"). The distribution of the six items is shown in Table 3-5. The index is scored as follows:

A great deal = 4-6 "often" cited;
Some = 2-3 "often" cited;
Little/None = 0-1 "often" cited.

4. Index of Encouragement of Participation is constructed using Q.13c, Q.13e of the teachers' questionnaire:

Strong = 2 "often" cited;
Moderate = 1 "often" cited;
Weak = 0 "often" cited.

The distribution of the two items of Q.13c and Q.13e is shown in Table 4-4.

5. Index of Individual Attention is constructed using Q.13a, Q.13b, and Q.13d of the teachers' questionnaire:

Strong = 2-3 "often" cited;
Moderate = 1 "often" cited;
Weak = 0 "often" cited.

The distribution of the three items of Q.13a, Q.13b and Q.13d is shown in Table 4.4.

6. Index of Personal Interest and Caring is constructed using Q.11a and Q.11c of the teachers' questionnaire. The distribution of the two items is shown in Table 3-8. The index is based on the counts of "strongly agree" from Q.11a and "strongly disagree" from Q.11c:

Strong = 2 counts;
Moderate = 1 count;
Weak = 0 count.

7. Index of Teaching Performance is constructed using five items of Q.9 of the teachers' questionnaire (excluding the item about individual students' needs and abilities). The distribution of these items is shown in Table 4-1. The index is scored as follows:

Excellent = 4-5 "excellent" cited;
Very good = 2-3 "excellent" cited;
Good = 1 "excellent" cited.

THE STUDENTS' SAMPLE

1. The School Problem Index is constructed using all 9 items of Q.15 and Q.16 in the student questionnaire. The distribution of these items is shown in Table 2-5. The index is compiled by adding the number of "more than 10" or "between 3-9" mentioned by students as to how many schoolmates they know who are involved in various problems. The index is scored as follows:

Very Serious = 6-9 counts for secondary school students and 4-6 counts for elementary school students;

Somewhat Serious = 3-5 counts for secondary school students and 2-3 counts for elementary school students;

Not Serious = 0-2 counts for secondary school students and 0-1 count for elementary school students.

2. Index of Informal Interaction is constructed using 6 items of Q.10 in the student questionnaire (excluding the item of "plans after high school"). The distribution of the six items is shown in Table 3-5. The index is scored as follows:

A great deal = 4-6 "often" cited;
Some = 2-3 "often" cited;
Little/None = 0-1 "often" cited.

3. Index of Encouragement of Participation is constructed using Q.6 and Q.7 of the students' questionnaire:

Strong = 2 "all of the time" or "most of the time" cited;
Moderate = 1 "all of the time" or "most of the time" cited;
Weak = 0 "all of the time" or "most of the time" cited.

The distribution of the two items of Q.6 and Q.7 is shown in Table 4-5.

4. Index of Individual Attention is constructed using Q.3, Q.5, and Q.8 of the students' questionnaire:

Strong = 2-3 "all of the time" or "most of the time" cited;
Moderate = 1 "all of the time" or "most of the time" cited;
Weak = 0 "all of the time" or "most of the time" cited.

The distribution of the three items of Q.3, Q.5 and Q.8 is shown in Table 4.5.

5. Index of Personal Interest and Caring is constructed using Q.11a and Q.11b of the students' questionnaire. The distribution of the two items is shown in Table 3-8. The index is based on the counts of "agree" from Q.11a and "disagree" from Q.11b:

Strong = 2 counts;
Moderate = 1 count;
Weak = 0 count.

6. Index of Teaching Performance is constructed using five items of Q.9 of the students' questionnaire (excluding the item about students' needs and abilities). The distribution of these items is shown in Table 4-2. The index is scored as follows:

Excellent = 4-5 "all" or "many" cited;
Very good = 2-3 "all" or "many" cited;
Good = 1 "all" or "many" cited.

APPENDIX C:

THE QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY
Questionnaire No.: ____________________
5 - 6 - 7 - 8

Study No. 884005 (Teachers)

April 25, 1988 **Sample Point No.:** |__|__|__|__|__|__|__|__|
10 - 11 - 12 - 13 - 14 - 15 - 16 - 17

Time Started: ____________________ **A.M./P.M.**

Interviewer: ____________________ **Date:** ____________________

Area Code: ________ **Telephone No.:** ____________________ **(18-27)**

Hello, I'm ____________________ from Louis Harris and Associates, the national opinion polling and research firm in New York. We are conducting a national survey among teachers to learn some of their opinions and attitudes about the American educational system, and we would like to ask you a few questions.

From Observation: Respondent sex:
Male . . . . (28(30-1
Female 70-2

1. **All together, for how many *years* have you worked as a teacher?**

|__|__| years
(29-30)

Not sure....	(31(-1
Less than 5 years:	9%
5-9 years:	16%
10-19 years:	44%
20 years or more:	31%
Mean	15.4
Median	15.2

2. **Do you teach in an elementary school, a junior high school, or a high school? RECORD ON FLYSHEET**

Elementary school (Grades K-6)	(32(51 -1	(SKIP TO Q.4)
Junior high school (Grades 7-9)	21 -2	(GO TO Q.3)
High school (Grades 9-12 or 10-12)	24 -3	
Both junior high and high school	4 -4	

3. **What's the *primary* subject you teach currently?**

English	(33(23- 1	Base: 587
Social studies	13- 2	
Math	13- 3	
Science	14- 4	
Other (WRITE IN): ______________	35- 5	
Not sure	1- 6	

4. **Is the area where your school is located considered inner city, ubran, suburban, small town, or rural?**

Inner city	(34(11- 1
Urban	9- 2
Suburban	23- 3
Small town	35- 4
Rural	22- 5
Not sure	*- 6

5. **Generally, are the student-teacher relationships at your school excellent, good, fair, or poor?**

Excellent	(35(40- 1	(SKIP TO Q.7)
Good	53- 2	
Fair	6- 3	
Poor	1- 4	(GO TO Q.6)
Not sure	*-5	

6. **When these relationships are fair or poor, whose responsibility do you think it is — is it mainly the teachers' responsibility, mainly the students' responsibility, both teachers' and students' responsibility, or mainly school administration's responsibility?**

Mainly the teachers' responsibility	(36(12- 1	Base: 93
Mainly the students' responsibility	7- 2	
Both teachers' and students' responsibility	51- 3	
Mainly school administration's responsibility	25- 4	
Not sure	5- 5	

7. **Here is a list of terms describing student-teacher relationships. Would you say the relationship between you and your students is very, somewhat, or not at all (READ EACH ITEM)?**

ROTATE — START AT "X"	Very	Somewhat	Not at All	Not Sure
( ) a. Cooperative	(37(71- 1	29- 2	1- 3	- 4
( ) b. Distant	(38(3- 1	21- 2	76- 3	*- 4
( ) c. Strained	(39(2- 1	17- 2	81- 3	*- 4
( ) d. Respectful	(40(68- 1	31- 2	1- 3	*- 4
( ) e. Tolerant	(41(68- 1	30- 2	1- 3	1- 4

8. **During the time you've been teaching, have your relationships with your students become better, worse, or remained the same?**

Better	(42(59- 1
Worse	10- 2
The same	31- 3
Not sure	*- 4

9. **Now, I'm going to read you a list of several aspects of teaching performance. For each item, please tell me whether you would rate the teachers in your school as excellent, good, fair, or poor. (READ EACH ITEM)**

ROTATE — START AT "X"	Excellent	Good	Fair	Poor	Not Sure
( ) a. The degree to which their class presentations are clear and easy to understand	(43(28- 1	60- 2	7- 3	*- 4	6- 5
( ) b. The effort they put into preparing classes	(44(41- 1	47- 2	9- 3	*- 4	3- 5
( ) c. Their knowledge of the subject matter	(45(58- 1	39- 2	2- 3	*- 4	1- 5
( ) d. Their enthusiasm about the subject matter	(46(32- 1	56- 2	11- 3	*- 4	1- 5
( ) e. Their ability to control their classes	(47(31- 1	57- 2	10- 3	1- 4	1- 5
( ) f. Their flexibility in teaching individual students according to their different needs and abilities	(48(25- 1	48- 2	22- 3	5- 4	1- 5

10. **Please tell me how often you do each of the following with your students *outside* of class. (READ EACH ITEM) Do you do that often, sometimes, occasionally, or never?**

ROTATE — START AT "X"	Often	Sometimes	Occasionally	Never	Not Sure
( ) a. Discuss current events	(49(47- 1	28- 2	20- 3	5- 4	*- 5
( ) b. Talk about students' family or personal problems	(50(28- 1	35- 2	30- 3	7- 4	*- 5
( ) c. Discuss movies, TV programs, or music	(51(34- 1	33- 2	27- 3	5- 4	—- 5
( ) d. Counsel students about their career plans	(52(25- 1	30- 2	27- 3	18- 4	1- 5
( ) e. Help students deal with problems with other students	(53(54- 1	25- 2	18- 3	3- 4	—- 5
( ) f. Encourage students to pursue their personal interests and hobbies	(54(56- 1	26- 2	15- 3	3- 4	*- 5
( ) g. Suggest where students can get help with family or personal problems	(55(33- 1	35- 2	25- 3	7- 4	*- 5

11. **For each of the following statements regarding teacher-student relationships, please tell me if you agree strongly, agree somewhat, disagree somewhat or disagree strongly. (READ EACH ITEM)**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Most of the teachers in my school care about their students	(56(80- 1	19- 2	1- 3	—- 4	*- 5
( ) b. Students today need more help and support than they used to	(57(76- 1	19- 2	4- 3	1- 4	1- 5
( ) c. Some teachers in my school show no interest in their students	(58(6- 1	23- 2	20- 3	50- 4	—- 5
( ) d. In general, minority students in my school are not treated as well as other students by teachers	(59(2- 1	6- 2	12- 3	72- 4	8- 5
( ) e. Teachers in my school encourage their students to do as well as they can	(60(79- 1	19- 2	2- 3	*- 4	—- 5
( ) f. Students who need special attention can usually get the help they need	(61(62- 1	30- 2	6- 3	2- 4	*- 5
( ) g. Most teachers in my school treat their students fairly	(62(73- 1	25- 2	1- 3	*- 4	*- 5

12. **Should it be the teachers' responsibility to help the students with good citizenship, or not?**

Yes	(63(98- 1
No	1- 2
Not sure	*- 3

13. **In the conduct of your classes, how often do you do each of the following? (READ EACH ITEM) Would it be often, sometimes, occasionally or never?**

ROTATE – START AT "X"		Often	Sometimes	Occasionally	Never	Not Sure
( ) a. Give students individual attention	(64(	81- 1	16- 2	3- 3	*- 4	*- 5
( ) b. Recognize students for their good performance	(65(	91- 1	8- 2	1- 3	*- 4	—- 5
( ) c. Encourage students to participate in class	(66(	96- 1	3- 2	1- 3	*- 4	—- 5
( ) d. Give feedback, such as comments other than grades, to students' homework assignment	(67(	80- 1	13- 2	3- 3	2- 4	2- 5
( ) e. Structure classroom activities to stimulate students to get excited about the subject matter	(68(	78- 1	20- 2	2- 3	—- 4	*- 5

14a. **What percentage of your students need help with school work outside of class?**

|__|__| %

(69-70)

0-10% = 24%
11-29% = 16%
25-50% = 34%
51-75% = 9%
76-100% = 14%
Mean = 36.8
Median = 26.9

Not sure.... (71(-1

(INTERVIEWER: IF THE ANSWER IS "0" OR "NOT SURE," SKIP TO Q.15.)

14b. **How often are you available to help them – are you available all of the time, most of the time, sometimes, a few times, or hardly ever?**

All of the time	(72(	25- 1
Most of the time		50- 2
Sometimes		17- 3
A few times		4- 4
Hardly ever		4- 5
Not sure		1- 6

14c. **When you are not available, how often is *other* help available – is it available all of the time, most of the time, sometimes, a few times, or hardly ever?**

BASE: 1157

All of the time	(73(	19- 1
Most of the time		33- 2
Sometimes		27- 3
A few times		7- 4
Hardly ever		13- 5
Not sure		2- 6

15. **Please tell me if you agree or disagree with each of the following statements. (READ EACH ITEM) Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. My classes have become so crowded that I can't get to know every student	(74(5- 1	18- 2	20- 3	55- 4	1- 5
( ) b. My classes have become so mixed in terms of students' learning abilities that I can't teach them effectively	(75(10- 1	29- 2	27- 3	34- 4	1- 5
( ) c. My school does not encourage strong relationships between students and teachers	(76(2- 1	8- 2	19- 3	70- 4	1- 5
( ) d. I don't relate to some of my students because my background is so different from theirs	(77(1- 1	12- 2	18- 3	69- 4	*- 5
( ) e. There is a lack of parental support for developing positive student-teacher relationships	(78(23- 1	42- 2	20- 3	15- 4	*- 5
( ) f. I have so many non-educational responsibilities that I don't have time to develop positive relationships with students	(79(7- 1	33- 2	28- 3	32- 4	*- 5
( ) g. Some of my students are not interested in getting an education	(80(28- 1	48- 2	11- 3	12- 4	1- 5
( ) h. A lot of teaching that goes on seems impersonal and mechanical	*2(10(7- 1	33- 2	31- 3	29- 4	*- 5
( ) i. Schools have become a place just to earn a paycheck	(11(1- 1	9- 2	18- 3	71- 4	1- 5

16. **How many of your students (READ EACH ITEM)? Would you say all of them, most of them, some of them, only a few, or none?**

ROTATE — START AT "X"	All of Them	Most of Them	Some of Them	Only a Few	None	Not Sure
( ) a. Really want to do well in class	(12(11- 1	65- 2	19- 3	4- 4	*- 5	*- 6
( ) b. Fall a long way short of their potential	(13(2- 1	16- 2	47- 3	32- 4	2- 5	*- 6
( ) c. Who do well are looked up to by other students	(14(15- 1	45- 2	27- 3	11- 4	1- 5	1- 6
( ) d. Feel enthusiastic about what they learn at school	(15(7- 1	51- 2	34- 3	7- 4	*- 5	*- 6
( ) e. Want to learn more beyond classroom and textbooks	(16(5- 1	24- 2	46- 3	24- 4	1- 5	1- 6

17. **What percentage of your students do you think are likely to drop out of school?**

|__|__| %
(17-18)

Not sure....(19(-1 (INTERVIEWER: IF THE ANSWER IS "0" OR "NOT SURE," SKIP TO Q.19.)

0% = 8%
1-5% = 38%
6-10% = 23%
11-25% = 17%
26-49% = 8%
50% or more = 4%
Mean = 12.2
Median = 9.5

18. **Which of the following do you think is an important factor in these drop-out cases? (READ EACH ITEM)**

ROTATE – START AT "X"	**Important Factor**	**Not a Factor**	**Not Sure**	Base: 1090
( ) a. The student needs a job	(20(44- 1	54- 2	1- 3	
( ) b. The student feels lost in the system	(21(69- 1	30- 2	1- 3	
( ) c. The student has a family problem	(22(92- 1	7- 2	*- 3	
( ) d. The student feels bored	(23(61- 1	38- 2	*- 3	
( ) e. The student is under peer pressure	(24(45- 1	54- 2	1- 3	

19. **How many of your students do you think will go on to college – would you say all of them, many of them, some of them, only a few of them, or none?**

All of them	(25(2- 1
Many	41- 2
Some	35- 3
Only a few	19- 4
None	3- 5
Not sure	*- 6

20. **Now I am going to read some things that people have said are *problems* with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school. (READ EACH ITEM)**

ASK EVERYONE		Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Applicable	Not Sure
a. Absenteeism	(26(	11- 1	36- 2	35- 3	18- 4	*- 5	-- 6
b. The number of students requiring constant discipline	(27(	14- 1	42- 2	38- 3	6- 4	*- 5	-- 6
c. The number of students who lack basic skills	(28(	16- 1	50- 2	30- 3	4- 4	*- 5	*- 6
IF TEACHERS OF GRADES 7-12, Q.2, ASK. ALL OTHERS SKIP TO Q.21		Base: 587					
d. The number of dropouts	(29(	9- 1	24- 2	47- 3	17- 4	2- 5	1- 6
e. The number of teenage pregnancies	(30(	12- 1	28- 2	42- 3	16- 4	1- 5	1- 6
f. The number of students drinking alcohol	(31(	33- 1	41- 2	19- 3	5- 4	*- 5	1- 6
g. The number of students using drugs	(32(	14- 1	45- 2	34- 3	6- 4	-- 5	1- 6
h. The number of incidents involving violence in school	(33(	4- 1	18- 2	50- 3	28- 4	*- 5	*- 6

21. **Let me ask you about some regulations and requirements for students at your school. Do you think (READ EACH ITEM) (is are) too stringent, just about right, or too lenient?**

ROTATE – START AT "X"		Too Stringent	Just About Right	Too Lenient	Not Sure
( ) a. Academic requirements for graduation	(34(	3- 1	73- 2	21- 3	3- 4
( ) b. School discipline	(35(	1- 1	58- 2	41- 3	*- 4
( ) c. The level of tests	(36(	7- 1	76- 2	15- 3	1- 4
( ) d. How students are promoted to the next grade	(37(	1- 1	60- 2	38- 3	1- 4

22. **Thinking about all the time you spend *in class* with students, about what percentage of that time do you actually spend *teaching* as opposed to disciplining or administrative work?**

READ LIST IF HESITANT

25% of the time	(38(	2- 1
26-50% of the time		11- 2
51-75% of the time		27- 3
76-100% of the time		60- 4
Not sure		*- 5

23. **About what percentage of the time that you are actually teaching are your students *really* paying attention?**

READ LIST IF HESITANT

25% of the time	(39(4- 1
26-50% of the time	22- 2
51-75% of the time	37- 3
76-100% of the time	36- 4
Not sure	1- 5

24. **Is your school actively involved in anti-drug and or anti-alcohol campaigns, or not?**

Yes, involved	(40(84- 1
Not involved	16- 2
Not sure	*- 3

25. **How helpful do you think each of the following would be in overcoming students' educational disadvantages? (READ EACH ITEM) Would it help a lot, help a little, or not help at all?**

ROTATE – START AT "X"	Help a Lot	Help a Little	Not Help at All	Not Sure
( ) a. Allow students to choose the school they want to attend	(41(16- 1	37- 2	46- 3	2- 4
( ) b. Establish and maintain support structures such as health and guidance counseling	(42(77- 1	21- 2	2- 3	*- 4
( ) c. Establish and maintain after-school activities such as arts and sports	(43(66- 1	29- 2	4- 3	1- 4
( ) d. Assign teachers a group of students for several years to provide continuity	(44(30- 1	44- 2	26- 3	1- 4
( ) e. Develop before and after school educational programs	(45(44- 1	45- 2	11- 3	1- 4
( ) f. Have specified standards that students must reach before they can be promoted	(46(74- 1	21- 2	5- 3	1- 4
( ) g. Hold principals and teachers more accountable to students who are failing	(47(31- 1	45- 2	23- 3	1- 4
( ) h. Allocate more money to schools with special problems	(48(61- 1	34- 2	5- 3	1- 4
( ) i. Establish magnet or regional schools with specialized curricula	(49(48- 1	38- 2	12- 3	2- 4
( ) j. Establish specialized programs or schools for 10 to 14 year-old students	(50(44- 1	38- 2	15- 3	3- 4

26. **I'm going to read you a list of statements concerning teachers. Would you tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement about your colleagues at school? (READ EACH ITEM)**

ROTATE – START AT "X"		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
( ) a. They have minimal expectations for teaching and learning	(51(	3- 1	13- 2	21- 3	61- 4	1- 5
( ) b. They feel isolated from other educators	(52(	9- 1	27- 2	24- 3	40- 4	*- 5
( ) c. They exchange ideas about techniques and subject matter with colleagues	(53(	52- 1	36- 2	7- 3	4- 4	*- 5
( ) d. They feel frustrated with administrative practices	(54(	37- 1	42- 2	11- 3	10- 4	*- 5
( ) e. They have a love or passion for teaching	(55(	43- 1	50- 2	6- 3	1- 4	1- 5
( ) f. They go through the motions of presenting information	(56(	5- 1	23- 2	26- 3	45- 4	1- 5
( ) g. They show little expertise and personal knowledge in lecture material	(57(	2- 1	6- 2	18- 3	72- 4	1- 5

27. **Less than 10% * of the nation's school teachers are minorities. In your opinion, how important is it to increase the number of minority teachers? Is it very important, somewhat important, not very important, or not at all important?**

Very important	(58(	30- 1	(GO TO Q.28)
Somewhat important		42- 2	
Not very important		20- 3	(SKIP TO Q.30)
Not at all important		7- 4	
Not sure		1- 5	

28. **How helpful do you think each of the following would be in increasing the number of minority teachers? (READ EACH ITEM) Would it help a lot, help a little, or not help at all?**

Base: 903 ROTATE – START AT "X"		Help a Lot	Help a Little	Not Help at All	Not Sure
( ) a. Providing financial incentives for minority students who want to become teachers	(59(	66- 1	30- 2	4- 3	*- 4
( ) b. Expanding recruitment programs to high schools	(60(	53- 1	43- 2	4- 3	*- 4
( ) c. Involving minority students by encouraging them to become tutors	(61(	62- 1	35- 2	3- 3	–- 4
( ) d. Recruiting from other professions	(62(	31- 1	49- 2	19- 3	1- 4
( ) e. Encouraging minority college students to consider teaching careers	(63(	65- 1	34- 2	1- 3	*- 4

*11% according to *Current Population Reports*, 1988, Bureau of Census.

29. The following is a list of statements concerning minorities and teaching. (READ EACH ITEM) Do you think that is a major barrier, a minor barrier, or not a barrier at all in keeping minorities from pursuing teaching careers?

Base: 903	Major Barrier	Minor Barrier	Not a Barrier at All	Not Sure
a. Traditionally, teaching is not a career that attracts minorities	(64(25- 1	45- 2	28- 3	1- 4
b. Better career opportunities exist in other professions for minorities	(65(55- 1	28- 2	16- 3	1- 4
c. Not enough minorities are pursuing educational training which qualifies them to be licensed as teachers	(66(61- 1	29- 2	7- 3	2- 4
d. There is too much competition from non-minority candidates for a limited number of teaching positions	(67(25- 1	41- 2	32- 3	1- 4

30. How often are teachers in your school recognized for good performance by your school administration? Would you say always, very often, sometimes, occasionally, or never?

Always	(68(5- 1
Very often	26- 2
Sometimes	29- 3
Occasionally	31- 4
Never	8- 5
Not sure	*- 6

31. How often are teachers in your school recognized for expertise by your school administration — always, very often, sometimes, occasionally, or never?

Always	(69(4- 1
Very often	21- 2
Sometimes	32- 3
Occasionally	35- 4
Never	8- 5
Not sure	*- 6

32. In your opinion, has your school administration set up roles that lead to impersonal teaching, or not?

Yes, has set up	(70(25- 1
No, has not	75- 2
Not sure	1- 3

33. Does your school administration place more emphasis on student discipline and control than on teaching, or not?

Yes, places more emphasis on discipline	(71(16- 1
No, does not	82- 2
Not sure	2- 3

34. **Here is a list of the skills and knowledge students acquire in the course of learning. (READ EACH ITEM) How would you rate students at your school on that — excellent, good, fair, or poor?**

ROTATE — START AT "X"	Excellent	Good	Fair	Poor	Not Sure
( ) a. Reading skills	(72(18- 1	53- 2	22- 3	6- 4	*- 5
( ) b. Writing skills	(73(11- 1	41- 2	35- 3	13- 4	*- 5
( ) c. Math skills	(74(17- 1	55- 2	23- 3	4- 4	1- 5
( ) d. Computer literacy	(75(12- 1	39- 2	34- 3	13- 4	2- 5
( ) e. Foreign language skills	(76(5- 1	17- 2	23- 3	44- 4	10- 5
( ) f. Knowledge of science subjects	(77(10- 1	53- 2	32- 3	4- 4	1- 5
( ) g. Knowledge of humanities subjects	(78(6- 1	45- 2	37- 3	10- 4	1- 5

35. **How many of your students would you say are satisfied with their education — would you say all of them, many of them, some of them, a few of them, or none?**

All of them	(79(5- 1
Many	69- 2
Some	22- 3
A few	3- 4
None	*- 5
Not sure	1- 6

36. **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?**

Very likely	(80(14- 1
Fairly likely	12- 2
Not too likely	26- 3
Not at all likely	47- 4
Not sure	*- 5

37. **All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	*3(10(50- 1
Somewhat safistied	37- 2
Somewhat dissatisfied	11- 3
Very dissatisfied	2- 4
Not sure	—- 5

38. **How many students in your school come from families whose income is below the average of the community — all of them, many of them, some of them, only a few, or none?**

All of them	(11(	3- 1
Many		35- 2
Some		38- 3
A few		22- 4
None		1- 5
Not sure		1- 6

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY

Questionnaire No.: ______
5 - 6 - 7 - 8

STUDENTS B

FINAL
N = 0,000

Study No. 884005 (Students B)

May 4, 1988 **Sample Point No.:** |__|__|__|__|__|__|__|__|
10 - 11 - 12 - 13 - 14 - 15 - 16 - 17

1. **What grade are you in?**

4th	9
5th	14
6th	13
7th	(18(9- 4
8th	9- 5
9th	11- 6
10th	13- 7
11th	10- 8
12th	14- 9

2. **Are you**

Male?	(19 48- 1
Female?	52- 2

3. **How often do your teachers give you feedback, such as comments other than grades, on your homework assignments?**

All of the time	(20(10- 1
Most of the time	26- 2
Sometimes	37- 3
A few times	14- 4
Hardly ever	13- 5

4a. **Do you need help with schoolwork outside of class, or not?**

Yes, need help	(21(32-1	(GO TO Q.4b)
No, don't need help	68- 2	(SKIP TO Q.5)

4b. **Are your teachers available to help you?**

Yes, available	(22(81- 1	BASE: 863
No, not available	19- 2	

4c. **Is there other help available when your teachers are not?**

Yes, available	(23(71-1	BASE: 837
No, not available	29- 2	

5. **How often do you think good students are given recognition by teachers in your school?**

All of the time	(24(21- 1
Most of the time	36- 2
Sometimes	29- 3
A few times	8- 4
Hardly ever	5- 5

6. **How often do you have classroom activities that get you excited about the subject matter?**

All of the time	(25(4- 1
Most of the time	13- 2
Somtimes	36- 3
A few times	25- 4
Hardly ever	22- 5

7. **How often are you encouraged by your teachers to ask questions in class?**

All of the time	(26(	20- 1
Most of the time		29- 2
Sometimes		28- 3
A few times		14- 4
Hardly ever		9- 5

8. **How often do you feel that you get personal attention from your teachers?**

All of the time	(27(	6- 1
Most of the time		19- 2
Sometimes		34- 3
A few times		21- 4
Hardly ever		20- 5

9. **The following is a list describing teachers' performance. For each, please tell me how many of your teachers do it this way. Would it be all of them, many, some, a few, or hardly any?**

		All	Many	Some	A Few	Hardly Any
a. Know their subjects well	(28(	51- 1	35- 2	11- 3	3- 4	1- 5
b. Come to class well-prepared	(29(	46- 1	37- 2	13- 3	3- 4	1- 5
c. Make themselves clear and easy to understand	(30(	23- 1	36- 2	30- 3	8- 4	2- 5
d. Show enthusiasm about the subject matter they teach	(31(	26- 1	31- 2	28- 3	11- 4	4- 5
e. Are able to control their classes	(32(	25- 1	32- 2	26- 3	11- 4	6- 5
f. Pay attention to individual students' needs and abilities	(33(	25- 1	29- 2	27- 3	13- 4	6- 5

10. **Which of the following have you talked with your teachers about *outside* of class?**

		Yes	No	Not Sure	
a. Current events	(34(	42- 1	44- 2	15- 3	BASE: 2727
b. Your personal problems or your problems at home	(35(	20- 1	73- 2	7- 3	
c. Movies, television programs, or music	(36(	56- 1	36- 2	8- 3	BASE: 1752*
d. Your plans after high school	(37(	57- 1	36- 2	6- 3	
e. Personal interests and hobbies	(38(	50- 1	39- 2	10- 3	
f. Your problems with other students	(39(	37- 1	54- 2	9- 3	
g. Where you can get help with family or personal problems	(40(	11- 1	80- 2	9- 3	41Z

*High school students only

11. **Do you agree or disagree with the following statements about your teachers?**

	Agree	Disagree	Not Sure
a. Most of my teachers care about their students	(42(70- 1	12- 2	19- 3
b. Some of my teachers show no interest in their students	(43(29- 1	58- 2	13- 3
c. My teachers encourage students to do as well as they can	(44(82- 1	8- 2	10- 3
d. Minority students are not treated as well by our teachers as other students	(45(19- 1	61- 2	20- 3
e. Most of my teachers treat their students fairly	(46(74- 1	16- 2	10- 3

12a. **Generally, is the student/teacher relationship at your school excellent, good, fair, or poor?**

Excellent	(47(15- 1	(SKIP TO Q.13)
Good	55- 2	
Fair	26- 3	(GO TO Q.12b)
Poor	4- 4	

12b. **When this relationship is fair or poor, whose responsibility do you think it is? CHECK ONE ITEM ONLY**

Mainly the teachers' responsibility	(48(12- 1	BASE: 795
Mainly the students' responsibility	10- 2	
Both teachers' and students' responsibilities	55- 3	
Mainly school administration's responsibility	4- 4	
Not sure	19- 5	49Z

13. **How often have you teased your classmates for getting good grades?**

Never	(50(37- 1
A few times	34- 2
Somtimes	19- 3
Most of the time	5- 4
All of the time	4- 5

14. **Do you look up to classmates who do well, or not?**

Look up to them	(51(64- 1
Don't look up to them	(36- 2

15. **How many students in your school do you know who...**

BASE: 1755	More Than 10	Between 3-9	1 or 2	None	Not Sure
a. Have been pregnant or gotten somebody pregnant? . .	(52(9- 1	34- 2	29- 3	21- 4	6- 5
b. Can't read?...Base: 2720	(53(5- 1	6- 2	14- 3	58- 4	17- 5
d. Use drugs?...Base: 2726	(54(25- 1	17- 2	14- 3	30- 4	14- 5
d. Drink alcohol?...Base: 2721	(55(47- 1	11- 2	10- 3	22- 4	10- 5
e. Attempted/committed suicide?...Base: 1747	(56(4- 1	12- 2	35- 3	37- 4	13- 5
f. Are constantly disciplined by teachers...Base: 2717	(57(30- 1	30- 2	24- 3	7- 4	9- 5
g. Have threatened or become violent with other students Base :2722	(58(23- 1	26- 2	27- 3	17- 4	7- 5
h. Have threatened or become violent with teachers. . . . Base: 2721	(59(5- 1	13- 2	32- 3	38- 4	12- 5

16. **How many students who you know personally have dropped out of your school?**

More than 10	(60(9- 1	BASE: 1749
Between 3-9	29- 2	(GO TO Q.17)
1 or 2	32- 3	
None	31- 4	(SKIP TO Q.18)

17. **Which of the following was an important factor in these drop-out cases?**

BASE: 1189	Important Factor	Not a Factor	Not Sure
a. The student needed a job	(61(31- 1	39- 2	31- 3
b. The student was pregnant	(62(51- 1	36- 2	13- 3
c. The student had a family problem	(63(38- 1	29- 2	34- 3
d. The student felt bored	(64(47- 1	31- 2	22- 3
e. The student was under peer pressure	(65(25- 1	43- 2	32- 3

18. **Do you usually want to do as well as you can in school, or doesn't it matter?**

I want to do as well as I can	(66(92- 1
It doesn't matter to me	8- 2

19. **How does it make you feel when you get a really low grade? Do you feel:**

Very upset	(67(51- 1
A little upset	43- 2
It doesn't matter to me	6- 3

20. **How many hours a day do you spend on your homework?**

Less than half an hour	(68(31- 1
About an hour	47- 2
Two to three hours	18- 3
Four hours or more	3- 4

21. **How do you feel about going to school?**

I look forward to it	(69(	44- 1
I don't care one way or the other		33- 2
I really don't like going to school		23- 3

22. **How often do you read books or articles that have not been assigned but interest you personally?**

Every day	(70(	23- 1
2-3 times a week		28- 2
Once a week		18- 3
Once a month		12- 4
Rarely or never		18- 5

23. **About how much television do you watch each day on school days?**

8 hours or more	(71(	12- 1
6-7 hours		9- 2
4-5 hours		21- 3
2-3 hours		28- 4
Less than 2 hours		27- 5
Never watch TV		3- 6

24. **How likely is it that you will finish high school?**

Very likely	(72(	90- 1	BASE: 1741 (SKIP TO Q.26)
Somewhat likely		8-2	
Somewhat unlikely		1- 3	(GO TO Q.25)
Very unlikely		1- 4	

25. **Would any of the following keep you in school? CHECK AS MANY AS APPLY**
BASE: 29

a. Work-study programs at school where you can earn some money	(73(	73- 1	
b. Smaller classes or special programs where you can really learn	(74(	44- 1	
c. Individual help from teachers	(75(	36- 1	
d. Counseling services which can help with personal or family problems	(76(	34- 1	
e. Workshops at school where you can learn practical skills	(77(	44- 1	78-80Z

26. **How often did you cut classes during the last month?**

More than 8 times	2*(10(	4- 1
4 to 8 times		5- 2
Less than 4 times		18- 3
Never		74- 4

27. **What is your *most* favorite subject? CHECK ONE ITEM**

Art/music/performing arts	– 7%
Language	– 1%
Gym, PE	– 6%
Spelling	– 2%
Vocational/trade	– 1%
Computers	– 1%
None	– 3%
Other	– 5%

English	(11(	18- 1
Social studies		14- 2
Math		25- 3
Science		17- 4
Other (WRITE IN): ________		- 5

28. **What is your *least* favorite subject? CHECK ONE ITEM**

Art/music/performing arts	– 2%
Language	– 2%
Gym, PE	– 1%
Spelling	– 1%
Vocational/trade	– –
Computers	– *

English	(12(24- 1	
Social studies	23- 2	
Math	27- 3	
Science	17- 4	
Other (WRITE IN): ______	3- 5	213-216Z

29. **On your last report card, what grade did you get for each subject? CHECK ONE GRADE FOR EACH SUBJECT**

	A	B	C	D	E
1. English	(17(24- 1	36- 2	26- 3	10- 4	5- 5
2. Social studies	(18(28- 1	32- 2	25- 3	11- 4	4- 5
3. Math	(19(26- 1	36- 2	22- 3	11- 4	6- 5
4. Science	(20(20- 1	33- 2	25- 3	8- 4	5- 5
5. Others (WRITE IN): ______	(21(- 1	- 2	- 3	- 4	- 5

30. **How likely is it that you will go to college?**

Very likely	(22(58- 1
Somewhat likely	21- 2
Somewhat unlikely	4- 3
Very unlikely	5- 4
Not sure	11- 5

31. **Are any of the following services and activities available at your school? CHECK ONE ANSWER FOR EACH ITEM**

	Available	Not Available	Not Sure	
a. Health counseling for students	(23(45- 1	21- 2	34- 3	BASE: 1743
b. Career planning and counseling for students	(24(76- 1	9- 2	15- 3	
c. Programs to help students with personal problems	(25(58- 1	17- 2	25- 3	
d. College planning and counseling for students	(26(69- 1	11- 2	20- 3	
e. Before and after school educational programs	(27(40- 1	28- 2	32- 3	
f. After school activities such as arts and sports	(28(79- 1	13- 2	8- 3	

32. **Is your school involved in anti-drug and/or anti-alcohol campaigns, or not?**

Yes, involved	(29(78- 1
No, not involved	22- 2

33. **On the following topics, is your school too difficult, just about right, or too easy?**

	Too Difficult	Just About Right	Easy	
a. Academic requirement for graduation	(30(13- 1	81- 2	7- 3	
b. School discipline	(31(28- 1	59- 2	13- 3	
c. Tests	(32(21- 1	72- 2	7- 3	
d. Standards for moving forward a grade	(33(18- 1	71- 2	11- 3	234Z

34. **Have you ever used a computer in school, or not?**

Yes, have used	(35(86- 1
No, have not used	14- 2

35. **Do you have a computer at home, or not?**

Yes, have a computer at home	(36(37- 1
No, do not have a computer at home	63- 2

36. **Do you agree or disagree with each of the following statements about your school and yourself?**

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
a. My classes are so big that my teachers don't really know me	(37(3- 1	9- 2	26- 3	58- 4	4- 5
b. I have close friends at school who can help me when I need it	(38(54- 1	30- 2	7- 3	5- 4	3- 5
c. I sometimes feel I have no one to turn to when I have problems	(39(14- 1	21- 2	21- 3	39- 4	6- 5
d. I am full of hope for my future	(40(59- 1	26- 2	6- 3	3- 4	6- 5
e. Generally, what we learn at school doesn't interest or excite me	(41(14- 1	27- 2	31- 3	23- 4	4- 5
f. I don't know if education is really going to help me in my life	(46(6- 1	10- 2	17- 3	61- 4	6- 5
g. My school doesn't encourage strong relationships between students and teachers	(43(13- 1	23- 2	26- 3	24- 4	14- 5
h. My teachers don't relate to us because their background is so different	(44(9- 1	16- 2	28- 3	33- 4	14- 5

37. **When you are in each of your classes, and your teacher is teaching, about how much of the time are you *really* listening?**

	Almost All the Time	Most of the Time	Some of the Time	Almost None of the Time	Not Sure
a. English	(45(27- 1	38- 2	24- 3	9- 4	1- 5
b. Social studies	(46(26- 1	34- 2	25- 3	13- 4	2- 5
c. Math	(47(40- 1	30- 2	19- 3	10- 4	1- 5
d. Science	(48(32- 1	32- 2	21- 3	12- 4	2- 5

38. **How often do your parents visit your school?**

Every week	(49(	5- 1
Once or twice a month		11- 2
Once or twice during the school year		38- 3
Rarely or never		45- 4

39. **Do you live . . .**

With both your father and mother?	(50(	68- 1
With one parent and his/her companion?		12- 2
With father only?		3- 3
With mother only?		14- 4
With other adults?		3- 5

40. **On school days, how often do you come home when there is no adult at home?**

Every day	(51(	35- 1
2-3 times a week		19- 2
Once a week		10- 3
Once a month		6- 4
Rarely or never		29- 5

41. **How often do you discuss your homework with your parents?**

Every day	(52(	18- 1
2-3 times a week		23- 2
Once a week		17- 3
Once a month		11- 4
Rarely or never		32- 5

42. **How often do you talk about things that happen at school with your parents?**

Every day	(53(	40- 1
2-3 times a week		25- 2
Once a week		12- 3
Once a month		6- 4
Rarely or never		17- 5

43. **From what you know, what is the last grade or level of school *your father* completed?**

Less than high school	(54(	11- 1
High school graduate		29- 2
Some college		13- 3
College graduate		22- 4
Post graduate		7- 5
Not sure		19- 6

44. **What is the last grade or level of school *your mother* completed?**

Less than high school	(55(	11- 1
High school graduate		35- 2
Some college		14- 3
College graduate		20- 4
Post graduate		6- 5
Not sure		14- 6

45. **How likely is it that you would ever consider becoming a teacher?**

Very likely	(56(	12- 1
Somewhat likely		18- 2
Not too likely		25- 3
Not likely at all		44- 4

46a. **Are there any adults that you admire and would like to be like?**

Yes	(57(	63- 1	(GO TO Q.46B)
No		37- 2	(SKIP TO Q.47a)

46b. **What do you admire most about that person:** BASE: 1695

Caring/Sensitive — 17%, Intelligent/Knowledgeable — 11%, Talents/Abilities — 11%, Appearance — 7%, Like Work They Do/Career — 7%, Good Personality — 6%, Successful — 6%, Determination/Drive — 6%, Income — 5% (58-59) (60-61)

47a. **Are there any teachers that you admire and would like to be like?**

Yes	(62(	35- 1	(GO TO Q.47B)
No		65- 2	(SKIP TO Q.48)

47b. **What do you admire most about that teacher?**

Caring/Sensitive — 29%, Teaching Skills/Class Interesting — 15%, Intelligent — 13%, Sense of Humor — 9%, Communication — 7% (63-64) (65-66)

48. **About how many students are there in your classes?**

☐☐

(67-68)

Less than 20	15%
20-25	41%
26-30	32%
More than 30	11%
Mean	24.8

49. **All in all, how satisfied would you say you are with your education — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	(69(	35- 1
Somewhat satisfied		52- 2
Somewhat dissatisfied		9- 3
Very dissatisfied		4- 4

50. **Do you consider yourself Hispanic, or not?**

Yes, Hispanic	(70(	8- 1
No, not Hispanic		78- 2
Not sure		15- 3

51. **Do you consider yourself White, Black, Asian, or what?**

White	(71(	74- 1
Black		15- 2
Asian		1- 3
Other		5- 4
Not sure		2- 5
Refused		2- 6

52a. **Do you have a job where you earn money after school, or not?**

Yes	(72(	41- 1	(GO TO Q 52b)
No		59- 2	

52b. **How many hours a week do you work?**

|__|__| hours BASE: 1009

(73-74)

Less than 10	39%	
10-19	26%	
20-29	21%	
30 or more	13%	
Mean	14.8	75-80Z

That completes the interview. Thank you very much for your cooperation!

Time Ended: ______________(____ **A.M.**

(____ **P.M.**

75-80Z

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